

Canada's poor demand rights

OTTAWA (CUP)—In the first national mobilization of the poor and unemployed since the depression in the 30's, thousands of Canadians marched Monday to demand changes in government welfare and employment practices.

But federal Health and Welfare Minister John Munro adamantly refused poor people access to the Federal-Provincial Welfare Conference presently taking place in Ottawa.

Against the arguments of militant demonstrators who demanded the right to share in decisions affecting their lives, Munro stated their presence at the conference would "retard freedom of discussion" among ministers and government officials.

Munro had been forced to make an appearance after a group of poor people demonstrating in Ottawa occupied a part of the Centennial Conference Centre where the Federal-Provincial meetings are being held, refusing to leave until he met with them.

Elsewhere in the country, welfare offices, city councils, provincial legislatures, and even rich corporations were the focus of demands by the demonstrators, and in many cities, these offices were invaded to force the occupants to deal with the problems of the poor.

The demonstrations were planned by the Poor People's Conference which met in Toronto Jan. 7-10. Though government-sponsored, the conference condemned the government for deliberately creating unemployment and poverty: "meanwhile, the real cause of inflation—exorbitant profits and rents—remain untouched," one of their resolutions read.

The welfare recipients and working poor at the conference stated the aims of the nation wide demonstrations as a protest against "the total failure of the federal and provincial governments to deal with the real cause of wealth and power."

"The Sorry Record"

"The sorry record of Trudeau's government makes it quite clear that it represents the interests of big business and foreign corporations rather than the people of this country."

In Toronto, the march on Monday clearly supported the analysis of the conference. Five hundred demonstrators picketed in front of the Toronto-dominion Centre, whose towers contain offices of many large corporative enterprises. Later, demonstrators shifted their attention to the plush head offices of financier E. P. Taylor's Argus Corporation. Thirty poor people made their way into the offices, and, supported by other demonstrators stopped outside the building, demanded that the corporation use some of its annual multi-millions in profits to finance day-care centres, health clinics and alternate schools. Suzanne Polgar, who read the demands, said "militant action" would be taken if the demands were not met by Feb. 10.

The Toronto people also took over welfare offices in protest against late welfare payments, and kept the offices

open until 6:30 p.m. when everyone who had been waiting for assistance was interviewed. Usually the office closes at 4:30 despite line-ups of people who are frequently forced to return day after day for help.

The demonstration ended at the provincial legislature at Queen's Park, where the poor people burned a copy of the General Welfare Assistance Act.

groups and poor people from other cities, converged on the conference centre where the Federal-Provincial Welfare Conference was convened, and occupied a room for three hours until John Munro met with them. Munro ceded them the right to use the room while the welfare conference continued but gave in to no other demands.

One hundred people marched to City

faulty application of Bill 26, a new social aid law which came into effect Nov. 1.

In Hamilton over 100 people unemployed or on welfare burned a copy of the federal White Paper on Taxation in front of City Hall while in St. Catherines demonstrators unveiled a statue of the "forgotten man"—a four foot plaster cast of a cartoon figure with a huge screw through him, and presented it to City Council.

In Winnipeg, pickets protesting welfare treatment of young people acted as a prelude for the "poor people's parliament", held in City Hall Council Chambers by the Winnipeg Unemployment Committee. Representatives of various citizens groups spoke to a packed gallery of 200 people.

Over 80 demonstrators braved 30-degree weather to demand full medical coverage for persons on welfare, and access to welfare payments and the establishment of free day care facilities.

The Calgary Welfare Rights Committee called upon 200 marchers "to get together to figure out an economic system that doesn't require your blood and mine."

"Band-Aid Solutions"

The group had marched several blocks through downtown Calgary chanting "we want work" and burned a copy of the federal White Paper on Income Security at the Provincial Administration Building in Calgary. The protestors said they were fed up with "band-aid solutions" and called on the Provincial Welfare Ministers Conference in Ottawa to "come back with solutions to Unemployment or not come back at all."

The first provisional city government of Vancouver was declared at the demonstration of unemployed workers and poor people at City Hall.

The demonstration of 200 people turned the area outside the mayor's office on the third floor of the City Hall into a council chamber where the poor proceeded to conduct the business of the provisional government. The provisional government made the following demands: a full-time council for Vancouver which would work to fight for the rights of poor and working people, decentralized civic control, pollution and rent control, provision of low cost housing, cash assistance for those on welfare and an end to foreign domination of the economy.

In Victoria the unemployed peoples' demonstration was marred by the refusal of BC Federation of Labor Secretary Bill Haines to allow representatives of Victoria Low Income Group and the Unemployed Citizens Welfare Improvement Council the right to speak.

Seventy-five demonstrators in Prince George, BC forced the city council to open the doors of a previously scheduled closed meeting to poor people. In near-zero temperatures, pensioners, welfare recipients, mothers, children and young people had marched to the city hall to picket and be heard.



In Ottawa over 200 people marched on Parliament carrying signs "80 per cent of the taxes, 20 per cent of the benefits—is this fair?" "Just Society—Just for the Rich", "Screw Charity" and "The poor must Participate in Decisions—no more Conferences behind Closed Doors—Open the Welfare Ministers' Conference to the Poor".

In the afternoon many of the demonstrators representing the Ottawa Tenants' Union, Union of Peoples, Hull Rehabilitation of Prisoners, local labor

Hall in Halifax where they confronted Mayor Allan O'Brian with demands to enforce the law against slum landlords, provide more low income housing, and increase the welfare food allotments.

In Saint John, N. B. a group of poor people spent the day distributing information booklets to welfare recipients instead of demonstrating.

Montreal citizens' groups held demonstrations at welfare offices all over the city, and sat in the Verden welfare office to protest the general inefficiency and

short shorts

American professor speaks on cold war

Sociology Dept.

William Appleman Williams, distinguished historian from Oregon State (U.S.) University will talk on 'Ways of looking at the Cold War' on Thurs. at 4:00 p.m. at Tory I-6.

DEBATING CLUB

There will be a meeting at 4 p.m. All members and anyone interested should attend at Rm. 104, SUB.

CHINESE/CHRISTIAN FELLOWSHIP

An evangelistic meeting will be held at 7:30 p.m. in the Meditation Room, SUB. All welcome. Bring a friend.

ELEPHANTS

Dr. D. W. R. Wilson, associate professor, Dept. of Elementary Education and Geology, U of A, will speak to the Boreal Circle on Tues., Feb. 9, at 8 p.m. in Rm. 129 of the Education Bldg. The title of his talk will be "The Pickling and Freezing of Arctic Elephants." Other refreshments will be served and everyone is welcome.

GENTLEMEN'S GYMNASIUM SOCIETY

Meet on Mon., Wed. at 3 p.m. on the ice arena circuit. Prerequisite is ability to run one non-stop round of the track, and membership is one round in the PUB after workout. For further info call Pres. Murray at 435-2003.

DEPT. OF MUSIC

The third annual series of library concerts sponsored jointly by the Dept. of Music and the Edmonton Public Library opens on Sun., Jan. 31, at 3:30 p.m. in the Library Theatre.

Tues., Feb. 2, at noon in Convocation Hall, Arts Bldg., a Workshop Concert will be given.

The Wed. noon-hour concerts given in SUB by the U of A String Quartet resume on Feb. 3, and continue through March 10.

Admission to all concerts is free.

POLISH CLUB

The Polish Club will hold a meeting at 5 p.m. in SUB 104.

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ART GALLERY

The Art Gallery will present a literature seminar on Eliot at noon in the Art Gallery.

SOCIETY OF COMPUTING SCIENCE

The Society of Computing Science will hold a keg party at 9 p.m. in Concord Tower, Party Room, 11147-82 Ave. Food and beer will be supplied. Admission is \$1 for members and \$1.50 for others.

U OF A DANCE CLUB

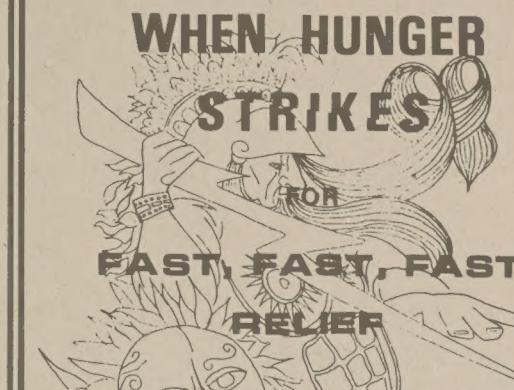
Tickets for the Winter Waltz on Feb. 5 will be on sale at the SUB information desk for the next three weeks from 2 to 4 p.m. Members \$7 per couple, non-members \$10. Drink, dine, and dance at Polish Hall.

NOON HOUR DRAMA

Noon Hour Drama will be held Mon. and Wed. from 12-1 p.m. in SUB 142A-F and Fri. in the Art Gallery.

EDMONTON SYMPHONY CONCERT

The Women's Committee of the Edmonton Symphony Society will sponsor a concert preview on Fri., Jan. 29 at 9:45 a.m. in Molson's Edmonton House. Coffee will be served. Everyone is welcome.



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Nationalism is "in" this year

Teach-in draws large crowd Independence and socialism inseparable

By ELSIE ROSS

About 1,700 people showed up in the Dinwoodie Room Tuesday to demonstrate their concern for a new Canadian nationalism—the subject of the students' union-sponsored teach-in.

Professor Melville Watkins, economics professor at the University of Toronto, delivered the keynote address.

Canadian nationalism is based on a perception of power, its distribution and a desire to redistribute it. Power is now concentrated in the hands of a small number of American multinational corporations; that is, "monopoly capitalism," said Prof Watkins.

Government and labor unions have little power in the face of these corporations' influence. People must realize the practical necessity of national and class liberation from "the corporate elite," he said.

In Canada today two-thirds of the primary resources, 60 per cent of secondary industries and

two-thirds of large corporations are American owned and controlled. This means that Canada is essentially a "branch plant economy." Rising nationalism at this time may be largely a result of this realization by the Canadian people.

The argument that the U.S. is exporting capital is not true, Prof Watkins said. Any small amount of American investment is soon repaid by huge profits from the investments. Most of the profits then flow back to the U.S. and the remainder are reinvested in the industry. In fact the U.S. is a major importer of capital.

Canada's position as a source of raw material for the U.S. leads to greater economic dependence on the U.S. for manufactured goods and a growing unemployment rate in Canada.

The resource industries, while immense profit makers, provide few jobs. As Canada increases her exports of raw materials at the expense of industry the trend will increase, Watkins explained.

On the subject of the Commit-

tee for an Independent Canada, Watkins said it was encouraging that there were Canadian businessmen who were willing to state their desire for an independent Canada. He said, however, that as a socialist he could not agree with their desire for "an independent capitalist Canada." He pointed out that the men who run the large subsidiaries of the American firms would not be free to join the CIC and would not sign.

Watkins said students can play an important role in the universities in demanding relevant Canadian courses and increased Canadian faculty.

An increasing number of people are realizing the costs of Canadian domination and capitalism, said Watkins. "During the 1970's the debate on nationalism will assume a desire for independence and put in the context of the new nationalism will be socialist policies that can lead the way for a socialist, independent Canada," he concluded.



—John Hushagen photo

MELVILLE WATKINS

. . . for an independent socialist Canada

TEACH-IN: The Great Debate on Life in the Colony

Approximately 1,300 people attended the Tuesday evening session of the Teach-In to hear two capitalists and a socialist give their analysis of the 'new nationalism'.

Debating the new nationalism and American ownership were: Stephen Clarkson, a professor at the University of Toronto and a Liberal party politician, Hu Harries, a Liberal Member of Parliament for Edmonton, and James Laxer, the Waffle Caucus candidate for the NDP leadership and a lecturer at Queen's University.

Mr. Clarkson opened the debate by comparing the new Canadian nationalism to a carton of milk. It is "pasteurized" and

"fortified." He said, "our national survival is at stake" confronted by "the American threat."

Mr. Clarkson did not have any concrete plan of action for our survival of this threat except to make vague reference to inducing the foreign owned corporations to publicize the extent of their activities in Canada.

According to Mr. Laxer, an independent Canada would necessarily be a socialist Canada. He said that Canadian capitalism has gradually been bought out during the past three or four decades resulting in Canada becoming "an area for surplus production."

Mr. Laxer attributed the cause

of the new Canadian nationalism to: the quest for identity in a society which is controlled by another society, and living in a hinterland economy.

The 'identity crisis' experienced by Canadians is not restricted to Canada or to the problem of nationalism. "The kind of alienation felt by Canadians is part of a larger alienation with the capitalist system."

Mr. Harries agreed with the other two speakers that there is "a real need for a new nationalism." The responsibility for the problem, according to Mr. Harries, does not rest with the Americans who buy out Canadian resources but with the Canadians who allow their resources

to be bought out. "The failure of an effective response is the failure of you and me in areas where we can respond." He did not explain how Canadians could give a more effective response.

"Canadian nationalism is going to have a very strong regional orientation." Mr. Harries did not explain why this would happen nor did he give any examples. He lamented the lack of competent Canadian managerial class and said that training of people to form this class would be an essential part of a new nationalist program.

Mr. Clarkson criticized Mr. Laxer and his colleague, Mel Watkins, for not explicating the means by which they planned to

bring about an independent socialist Canada. He said he agreed with Waffle's ends but not with its means.

Mr. Clarkson did not explain the nature of his own means or his differences with the socialists. Waffle's unwillingness to co-operate with capitalists in creating an independent (though not necessarily socialist) Canada would, according to Mr. Clarkson, contribute to an inability to tackle the problem of foreign ownership.

Mr. Laxer replied by stressing the need for strong, active socialist organizations to work for Canadian independence.

There was no declared winner of the "debate."

campus calendar

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STUDENTS' CINEMA

- "LION IN WINTER"
Jan. 29, 7 and 9:30 p.m. SUB Theatre
- "MAROONED"
Jan. 31, 7 and 9:30 p.m. SUB Theatre

ART GALLERY

- NOON HOUR DRAMA
12 Noon SUB Gallery

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1971-72



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Good things from Theatre 3

Theatre 3 makes a promising and welcome début to the Edmonton theatre scene. Director Mark Schonberg and company, dedicated to doing "serious plays on a professional level," show no lack of integrity or imagination in either choice or production of plays. A well chosen cast comes alive in a double bill of despair featuring Albee's *The Zoo Story* and Strindberg's *Miss Julie*.

Peter and Jerry, played by Brian Gromoff and Robin Newton, suffer a confrontation in *The Zoo Story*, where Peter epitomizes the Establishment, and Jerry is the outsider who has lost the ability to communicate with people. Jerry is so completely alienated that he is driven to seek contact with almost anything—a bed, a wisp of smoke, pornographic playing cards or cockroaches. After a desperate attempt, he even fails to make contact with a dog, and that crystallizes a decision to provoke Peter into drawing a knife against him.

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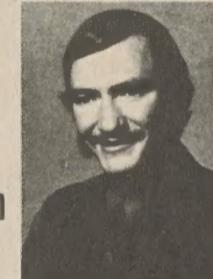
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sinsister, more evil than he was seen here. Had this feeling been incorporated into the role, Miss Julie would not have become such a weakened character. Her versions as a woman and her contempt for her life would have raised her above the pathetic, weak creature she often was. Comedy is not the key to Strindberg, and the audience should have shuddered more, laughed less, and come away feeling the degeneration of two tragic souls.

The performance of Judith Mabey was admirable. Her portrayal of Miss Julie makes one look forward to seeing her in any upcoming production of Theatre 3. Jennifer Webber played a good supporting role as Kristin the cook.

Sets designed by Drew Borland deserve special mention. From a few sparse trees in Central Park, New York, the stage is transformed into a rustic kitchen lacking few accoutrements to achieve almost realistic detail. The posts supporting the ceiling however could have been more securely fastened. Each time they were touched, they wobbled and destroyed the illusion of a sturdy, solid building that has no doubt existed for generations.

If you can manage to find your way out of the university maze, Theatre 3 is well worth a trip downtown. The show runs until January 31.

—Anne Frank

Quartet excellent

On Friday evening the University String Quartet presented a polished and sensitive performance of Debussy's *String Quartet* of 1893.

This quartet, though perhaps lesser known than Debussy's orchestral preludes, probably contains more of the ideas and structures which make Debussy an important composer. Strangely this work is already classical, for it is a classic in style and in a sense a model for contemporary music.

This is a string quartet which is composed more of form and sound than of fugue-like counterpoint. For although the melodies mix and mingle, the effect is one of eternal freshness rather than of academic harshness. It is built on motifs and pulses, it grows and dwells all within the confines of carefully notated music, and it contains something of innocent beauty, unencumbered by the requirement of dissonant novelty that has become a current prerequisite. It has rhythm form and idea, and all these were well developed and brought out at the peaceful and intimate concert which took place in the auditorium of the provincial archives under soft blue light. And even this seemed highly appropriate to the music.

It was a tribute to the musicians that they had the tact and good sense to play only this one work making the 55 minute concert into an uncluttered development of intensity and music. For there seemed to be no obligation to show off virtuosity and versatility, only the obligation to the completion of a musical idea, and in the fulfillment of this obligation to music the perfection of the artists was well displayed. Of course these are musicians of experience who have played together for many years drawn entirely from the university's Faculty of Music; the quartet was composed of Thomas Rolston, Lawrence Fisher, Michael Bowie, and Claude Kenneson.

What really made the concert worthwhile was their complete sympathy with the music, and their complete effort to bring out the music. There did not seem to be a misplaced effort or note, and though everything was controlled it was almost beyond the control of the musicians. It is this sort of deep involvement which makes music, and it was this sort of involvement which made Friday evening's concert an absolute pleasure.

—Dan Kenway

Lennon album damn good

John Lennon
Plastic Ono Band
Apple Records
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"I think it's the best thing I've ever done. I think it's realistic and it's true to the me that has been developing over the years from my life."

That is what John Lennon thinks of his new album as quoted from the *Rolling Stone*, January 7, 1971. It is obvious that he is pleased with the result of the week or so that he spent taping it in England.

But it is another matter as to whether the listener will feel the same praise when he hears it. I must confess that, the first time I heard the album, I thought it was an at best interesting map of a rather tortured mind.

However, as is the case with many truly fine albums, one audience is simply not enough. Even if you have to force yourself (although that should definitely not be required), listen to it, completely, three or four times. After a while, an incredible unit appears that is indeed equal to just about anything Lennon has ever done.

To analyze individual songs on the album does not do the whole justice. There are several worthy of note: "Mother" is an horrifying and possibly distorted view of Lennon's parents and their effect on him. As with all the songs on the album, the instrumentation is sparse and subdued, allowing Lennon's full vocal ferocity to hurl itself at the listener, almost as if it were hurling itself against a brick wall. "Working Class Hero" is obviously reminiscent of early Dy-

lan, although the bitterness with which it is delivered gives it an impact that Dylan rarely achieved. "God," the song with the now famous litany, represents possibly the culmination of Lennon's disillusionment with his "Beatle days" and his absolute Declaration of Independence from his past.

Taken as a whole, the album is a prolonged scream of rage and agony that is only occasionally punctuated by resignation or hope. It is Lennon, washing his mind in public of the hate and fear and insecurity that has plagued him. And it is damn good music.

No Dice
Badfinger
Apple Records
\$6.29

It's Engineering Week, see? And you're throwing a party for all your friends to help celebrate that it'll be over soon. So all your friends are lying around on the floor thinking what a god-awful world it is and gee, wasn't it great in the good ol' days and I wish it was 1967 again.

But you are sly; you are intelligent; you have made provision for salvaging what might turn into a soggy nostalgia trip. Stealthily you sneak over to your record player and with a chuckle of anticipation, you slip on *No Dice* and calmly move the tone arm over to the fifth band on the first side.

Bam! Pow! Good ol' pop rock

comes flooding into the room (loudly, too). You turned the volume up three-quarters for added effect) washing away every mental cobweb in the process! Triumphant you scream, "Who is this?" And everybody screams right back, "The Beatles!" "The middle Beatles!" "The great Beatles!" And then you say, "Who is singing?" And they all yell, "Paul!" And everybody is swinging and grooving and having a great time because no matter what the album cover says, that's the Beatles rockin' and rollin' back around the time of "Ticket to Ride."

Other than that, the album is standard bubble-gum stuff of dubious quality.

—Ross Harvey

Editorial Note

In an unfortunate occurrence the credit line for the residence article was forgotten. The article was written specifically for The Gateway by a staff member, who has himself lived in res. Our apologies for the panic it may have given some people.

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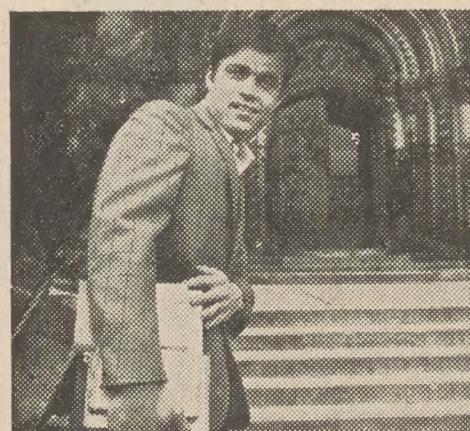
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Rose to conduct own defence

MONTREAL (CUPI) — Paul Rose, one of four men charged with the kidnapping and death of Pierre LaPorte, chose to defend himself Tuesday when Justice Marcel Nichols refused to allow the imprisoned Robert Lemieux to act as Rose's legal counsel.

Pierre Cloutier, one of the lawyers defending prisoners arrested under the War Measures Act, will act as a legal advisor for Rose, but Nichols warned that Cloutier will not be allowed to intervene in the trial.

Arguing to have Lemieux represent him, Rose said, "He is the

only member of the Bar that I can trust."

Nichols, in his written judgment, said he did not have the power to order Lemieux released from prison to conduct the defense of Rose.

There were many angry exchanges between Rose and Nichols. At one point Rose shouted, "I will get my real trial only when Quebec is free."

The trial itself cannot begin until the jury has been chosen. It is expected the selection will commence Wednesday but it will take some time before 12 men will meet the approval of the defence and the Crown.

U of C student paper censored

CALGARY (CUP) — Three articles will not appear in this week's Gauntlet, student paper at the University of Calgary, as a result of a decision taken by the paper's printer.

The Albertan Job Press, part of the local Sifton-Bell (FP Publications) morning newspaper, refused to print "A Woman's View of the Clitoris" by Leah Fritz, "I'd Love to Turn You On" by Liz Willick and a letter from a homosexual using the pseudonym "Ramon."

"The nature of the articles is such that we do not want to print them," the shop superintendent told The Gauntlet.

Last week the University of Toronto paper The Varsity was

censored by its printer for another article dealing with human sexuality. The Varsity printed the one-page article at a second print shop and inserted it in the paper.

In Calgary, the shop superintendent refused to detail his complaints saying only that the articles offended his set of values, "right or wrong."

"I'm not going to censor what you're running," he said. "I'm just not going to run it."

The censored articles will appear in a later Gauntlet edition as a special supplement. They are being printed by The Peak Publications Society at Simon Fraser University.

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Under the Jurors Act in Quebec, women are not allowed to serve as jurors. But since this is a criminal case and Canadian criminal law applies in Quebec, Justice Minister John Turner said he was looking into the validity of this act in this case.

Rose intends to begin his defense by calling in 25 newsmen. He is charging that the newspapers have already condemned him and he has no hope of getting a fair trial.

Rose makes the following points in his argument:

- There was an enormous amount of publicity by the media around the name Paul Rose before and after his arrest.

- "The trial before the trial" to which they made him submit through the bias of the press and radio and the television before he was accused and at the time of the inquest of the coroner Jacques Trahan.

- The gigantic amount of publicity which is without precedent that was given to the false "confession" that was not signed, but attributed by the police to be that of Francis Simard.

- The fact that he has been described in the media as an "assassin."

The trial continues this week.

**Dr. P. J. Gaudet
Dr. D. G. Kot**

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Recent increases in maintenance and operating costs may result in the admission price of Friday Socials being raised to one dollar.

The Social Involvement Program (SIP), has been operating on a break-even budget and has therefore been able to supply the student with good entertainment, food, and beer for a reasonable cost.

However, damages to tables and floor at recent socials have resulted in an overall financial loss. Generally, this is due to some students mishandling their beer bottles.

Other major expenses are staff wages, entertainment, advertising, food, and general rental and maintenance of Dinwoodie.

If damages persist and if students do not wish to pay the increased admission, the Friday Socials will be cancelled.

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Objections to procedures

The proper procedures, it is submitted, would have included thorough inquiry to find out relevant facts and to assess the experience of student representation on GFC and its committees in recent years. There should have been a study of the purposes and functions of the GFC and its committees, with a view to ascertaining the need and value, in different circumstances, of student participation. The question of the efficiency of the Council, and the effect on efficiency of increased size and more rapidly changing membership, should have been fully considered. Students and other members of Council and its committees, on which students have been represented, should have been asked a number of questions: Were student members thought representative of student opinion? What was the average duration of membership? Were they faithful in attendance, and able to participate when required during vacation periods? Did they make an effective and useful contribution? Did students show independent judgment and ability,

when necessary, to respect confidences? What differences, if any, were there between graduate and undergraduate students?

It is submitted that the recommendations of the Majority, and any decisions thereon, are premature until relevant facts are gathered and assessed.

Nature, implications and importance of the proposed changes

The proposal made by the majority of the Committee goes far beyond an enlargement of the number of students on GFC to meet functional requirements, or to increase the range of student opinion represented. In effect, it would create parity between student members and members elected by the faculty. By clear implication, it is based on an assumed equality between faculty and students in their capacity to determine the academic policy and standards of the University.

It would not be unreasonable to predict that a GFC which contained student members in numbers equal to elected faculty members would exert strong pressures on all Faculty and School Council to grant parity, or some-

thing near it, to students and to give students equal voting rights on Faculty committees dealing with appointments, promotions, and such other matters. Herein, it is submitted, lies the real implication and risk of the Majority's proposal. Faculty councils consider academic issues that, it is submitted, should be resolved by academic staff. Moreover, in larger faculties, there will be some of the same problems of efficiency and organization that will confront GFC.

Objections in principle to majority report

It is submitted that the report of the Majority, so far as it makes explicit reasons for its recommendations,

(1) blurs important distinctions between

(a) academic and non-academic matters.

(b) those who teach and those who are taught;

(c) consultation and communication, on the one hand, and, on the other, decision and final authority;

(2) effectively if not directly lends support to a view based on a misapprehension and misapplication of "the democratic principle"

(3) fails to provide the most effective means for valuable student opinion to influence University policy;

(4) by implication, both minimizes the effectiveness of cur-

rent student representation and assumes a separation and antagonism between the views of faculty and the views of students on matters of common concern that does not in fact exist; and

(5) is insensitive to very real problems of conflict-of-interest inherent in its proposals.

Practical Objections to the majority proposal

1. As previously noted, there will be more rapid changes in membership resulting from student participation. This may have two effects:

(a) to disturb the continuity of policy that is essential to the development of the University;

(b) to waste time, by the unnecessary repetition and review of previous debates, at the behest of new members unfamiliar with earlier developments.

2. A body of 127 members as is proposed, is far too large to act efficiently (by which is meant, not only expeditiously, but thoroughly and responsibly).

3. One consequence of the inefficiency of GFC resulting from rapidly changing membership and excessive size, which should be noted by the AASUA and the student body, may be to make the Administration more powerful, independent, and, in the literal sense of the word, irresponsible. This would be inconsistent with the underlying premises of the reformed Universities Act.

4. One further consequence of

the proposed enlargement of the General Faculties Council will be to make the voice of any particular Faculty or School, particularly a small one, even weaker and less effective than at present.

The answer is not to yield now to such anticipated pressures. It is, instead, to insist—rationally, civilly, and firmly—on the important distinctions between academic and non-academic matters, the qualified and the unqualified, representation and decision; and at the same time, diligently and in good faith, to develop the difficult and expensive, but ultimately the only effective and valid, measures that are needed to resolve the real problems of student participation in the development and reform of their University and education.

However, it is suggested that as an alternative to the Majority proposal, GFC should take steps to develop functional improvements of the formal and informal means for the representation and serious consideration of student opinion, and the exchange of views between students and decision-making bodies, bearing in mind that the patterns for sharing authority and responsibility between senior and junior members of the University will vary according to the character of the subject-matter to be considered by the various decision-making and administrative bodies concerned.

MINORITY REPORT

Procedures and Assumptions

Early in its deliberations, the Committee decided upon the following procedures.

(1) It would consider the composition of G.F.C. itself, and attempt to establish certain general principles, before turning to the question of student participation in G.F.C. committees.

(2) In discussing the composition of G.F.C., it would first attempt to state principles by means of which a composition of G.F.C. could be determined.

(3) It would then attempt to show how this composition could be implemented within the terms of the existing Universities Act.

(4) It would leave any consideration of changes in The Universities Act to G.F.C. as outside the Committee's terms of reference.

The Committee made the following basic assumptions.

(1) Students are a constituent part of The University and not mere clients of it.

(2) Implicit in the Committee's terms of reference is a desire on the part of the present G.F.C. to give students more "meaningful" representation on G.F.C.

(3) By more "meaningful" representation would be meant representation that made possible a wide coverage of student viewpoints and a greater voting weight.

Constituents **Numbers**
Academic Staff (elected) 30
Students (elected) 30
Administration officers 11111112
Total 72

For purposes of comparison, the present composition of The General Faculties Council of The University of Alberta is given below.

Constituents

	Numbers
Ex-officio administration officers	24
Academic staff elected by faculties	48
Students named by the Students' Union	2
Students named by Graduate Students' Association	1
Staff member by Academic Staff Association	1
Provost	1
Representative of Summer Session and Evening Credit Program	1
Representative of Non-Academic Staff Association	1
Total	79

Recommended Guiding Principles

- As long as the two-tiered governing structure exists at the University, the Membership on G.F.C. should come from within the University Community.
 - With the wide powers which have been delegated to it by the Board of Governors, G.F.C. should continue to be the major decision-making body within the University structure.
 - Every member of G.F.C. is charged with the responsibility of examining issues before the Council and voting as he or she judges fit on such issues. No Member of G.F.C., no matter how he or she gains membership on this Council, is an instructed delegate, and no member of G.F.C. can be impeached.
 - Although the Committee feels that the possibility is remote that any issue will ever arise which will polarize one group within the University against another, the following constituent groups should be recognized as having independent claims for membership on G.F.C.
 - Academic Staff
 - Undergraduate Students
 - Graduate Students
 - Non-Academic Staff
 - Administration officers
 - A.A.S.U.A.
 - Students' Union
 - Graduate Students' Association
 - Non-Academic Staff Association
 - The importance of the academic staff to this University should be recognized by ensuring that no other constituent group has a membership on G.F.C. larger than that assigned to the academic staff.
 - No constituent group should be large enough to carry a vote in G.F.C. without the support of a "substantial" number of members of other constituent groups.
 - The number of ex-officio members of G.F.C. is determined by the Universities Act to be 24, and the number of members of the Academic Staff to be at least 48. This latter number should remain at 48 (exclusive of the one member of the academic staff named by the A.A.S.U.A.).
 - Staff and student associations should name representatives to G.F.C. as follows:

Constituents	Numbers
(1) A.A.S.U.A.	1
(2) Students' Union	2*
(3) Graduate Students' Association	1*
(4) Non-Academic Staff Association	1
Total	5

 *Currently required by The Universities Act.
 - The Non-Academic Staff Association agrees with the Committee that the non-academic staff of the University should elect two members at large to G.F.C. (There is, however, a disagreement between the Non-Academic Staff Association and the Committee on the method of electing these members. The Committee would give the franchise to all members of the non-academic staff; the N.A.S.A. would restrict it to its own membership.)
 - Student members of G.F.C. should be elected on a basis that is proportional to the number of students registered in the various faculties and schools.
 - A quorum for G.F.C. should be one-third of the total membership.
- Note: The Committee recommends the raising of the representation of the student constituent group to parity with that of the academic staff rather than to some arbitrary figure between 21 and 49 for the reasons advanced above, but also to make "reasonable" representation possible.

MAJORITY REPORT

The Graduate Student's Association agrees in principle with the recommendations of the Majority Report of the Ad Hoc committee on Student Representation. However we feel convinced that a more equitable distribution of representatives among the various faculties and schools could have been arrived at. We have attempted to show (see table) what we consider to be a better allocation. Further, we recognize the constraint placed on the Committee by the Universities Act, but it is not illogical to assume that G.F.C. will continue to examine our present mode of university government and to make changes wherever and whenever those become useful and expedient.

We wish to emphasize that the University can not help but be sensitive to the needs of society; no longer can it justify its existence unless it takes account of the needs and aspirations of the people who support it financially and the students who make up a large portion of its population. The university must be prepared to be progressive enough to stay in the forefront of change; it must be dynamic rather than reactionary, changeable rather than static. We can not help but be sympathetic to the desire of some faculty members to preserve the last vestiges of that position which their counterparts of earlier centuries enjoyed, but today this aloofness can only be preserved at the expense of the institution as a whole. We hope therefore, that this will not be the end of investigations into University Government as a whole, but that the search for better and more effective modes will continue.

The Dissenting Report, a document we have studied with great interest, raises some points with which we firmly disagree, and to these we now turn our attention. In our view the university is a community composed basically of faculty, students and administrators, a community which to all intents and purposes is dedicated to the pursuit of truth and the advancement and dissemination of knowledge. All members of the university must be concerned with the preservation of the freedom essential to these purposes: the freedom to teach; to engage in research; to create; to learn; to study; to speak; to associate; and the freedom to seek self determination. Rights and responsibilities emanate from these definitions; the rights can not be maintained unless the responsibilities are accepted. The university can not accept either the repression of minorities or the forceful denial of the right of the majority.

The university structure should attempt to accommodate the legitimate aspirations of faculty and students in the formation of its academic policies and programmes and to give each an adequate share of the responsibility. It is our claim, then, that in any university, and certainly at The University of Alberta, students should be provided with authentic opportunities to plan and manage aspects of their own learning, and the environment in which this learning takes place, not as passive agents but as active critics.

To say therefore, that the university is more like a 'specia-

list club' than a 'fully democratic society' is a concept of the university that is not only unacceptable but reprehensible. The Dissenting Report claims that there is no self evident reason to assume there is a valid analogy between a university and a fully democratic political society. Equally, there is no self evident reason for denying that the analogy exists unless one holds to an outmoded conception of what a university is. To deny the 'democratic principle' with respect to student representation while holding tenaciously to it in the present faculty-dominated G.F.C. defies reason.

If the university is conceived of a 'guild' in which the 'masters' stipulate the rules and goals while the 'apprentices' follow

all in this situation it is only with respect to the particular knowledge they have, and their authority is given them by the students. It is not therefore, a question of 'the need' for, or 'the value' of student participation — it is their right of self determination and the desire to attain some control over their situation. On this view the need to justify the right of students to participate in the decision-making processes at all levels does not arise, nor does the distinction made in the Dissenting Report between "consultation and communication on the one hand and decision on the other."

The paternalistic attitude reflected in this distinction is both insulting and repugnant to graduate students. That report in some

As graduate students we also fail to see the much vaunted distinction between students and academic staff. We refuse to concede that the acquisition of a Ph.D. in April automatically guarantees the attainment of the "special skills, knowledge, experience, etc." that seems so necessary for sitting on decision-making bodies in September. Neither will we concede that members of faculty have a greater interest in the workings of the university than we have.

On the question of 'conflict of interests' this is a general problem of G.F.C. and not one that is specific to students only. This is inevitable whatever mode of government is in force. To relegate students' participation to the realm of 'service' functions as advocated by the Dissenting Report is an insult to the intelligence and integrity of graduate students, and a show of complete insensitivity to their potentiality as participants in university government. We have made useful and effective contributions in the past, and there is no reason to doubt that we shall continue to do so in the future.

The Majority Report made a point of explaining how it arrived at its allocation of representatives to G.F.C.—one of the basic principles being that no one constituent group should be able to carry a measure without 'substantial' support. The Minority Report blurs this principle completely and attempts to convey the impression of complete parity. It is illogical to assume, given those figures, that 49 students could, under a 'democratic' system, outvote 74 faculty members and administrators "equipped by skill, knowledge and experience, training and continuing professional association" on any measure that is sensibly conceived and convincingly put before G.F.C. The interjection of the 'bogey' of a student take-over is also unwarranted. We are well aware of the fact that this fear of eventual domination exists not only in the mind of the author of the Dissenting Report but is shared firstly by the administration re: faculty and students, secondly by students re: faculty and administration, and thirdly by faculty re: students and administration. We recognize that the student body as a whole could never lay claims to complete qualitative parity on G.F.C., neither do we believe that quantitative parity is absolutely essential.

We are well aware of the dangers of quantitative parity in terms of the power structure. It is not difficult to envisage a situation in which administration and faculty would 'gang up' on students, something that is most undesirable. What we do want however, is the situation in which there are sufficient voices and votes to carry measures that we feel are in keeping with our aspirations. Finally, the question has been raised whether students were representative of student opinion; the question, when applied to faculty members, is equally valid. We want to indicate that in our opinion students' representatives should reflect student judgment and concern, not student 'opinion'.

We fully concur with the suggestions of the Dissenting Report about improving student-faculty relationships, and we urge that these suggestions be implemented as soon as possible. We

do believe that these should proceed concurrently with increased representation on G.F.C. and its committees, but we cannot accept the former as a substitute for the latter. We agree that even with increased representation on G.F.C., "it would still be necessary to develop supplementary arrangements, formal and informal" for obtaining a wider spectrum of student views.

We have attempted to show that as graduate students we consider it our right to be represented on decision-making bodies. We do not feel that the onus of justifying change is on us, for we do not see that there is anything to justify. The Graduate Students' Association therefore endorses the Majority Report's recognition that increased representation on G.F.C. is a right of students, and it regrets the implication of the Minority Report that such a right should have to be justified. We have also relegated the concept of faculty superiority in decision-making, and the acclaimed distinction between consulting and deciding to the museum of speculative antiquity.

The Dissenting Report concedes "the many imperfections of members of the academic staff in judgement and sensitivity in forming policy". It is because of these "imperfections" and this "insensitivity" that we want to be able to have a say in policies that are formed, for we are quite convinced that if we do not make our views known in a manner that will be effective, we will continue to be the "toad under the university harrow". We agree that "students may view matters in different aspects or differ in their judgement as to which are the most important elements to be considered in deciding certain issues." While we have as much faith in our faculty as it is possible to have in the circumstances, we are not so sure that in the event of a clash of interest our views will carry the weight they deserve.

Finally, we share the fear that G.F.C. might become cumbersome, and ineffectual as a committee of the whole, but there is no reason to assume from this that the administration will automatically become stronger. It has not been shown that a sensible selection of committees from within G.F.C. itself, to perform the groundwork for various plans, which in turn will be discussed and decided upon by the whole body, cannot work well. The number of specialized areas to be dealt with by G.F.C., e.g. Campus Development, Academic Planning, Budget, student affairs, etc., cannot be successfully dealt with by G.F.C. as a body no matter what its numerical composition is. The need for committees will still exist. With an expanded G.F.C. more members, and a wider range of talent will become available for work on these committees and so obviate the need for having the same people on various committees as presently obtains.

Introduction

This brief arose from the final report of the Ad Hoc Committee on Student Participation on GFC and its Committees, and is intended both to clarify the position of the Students' Union with respect to that report and to further develop the basis on which the ideal of student representation is advanced.

Policy regarding student representation

The Students' Union after consideration concurs with the proposed composition of the General Faculties Council with the proviso that Students' Council determine the method of filling students' seats on GFC without the right to recall.

An explanation of the basis for student representation

It has been our concern that

neither the majority nor the minority report addressed itself directly to the philosophy of increased representation. The approach was rather, strictly pragmatic, justifying representation on the one hand with a mathematical proof and decrying it on the other because of the odious nature of being classed as equal to one's students.

We contend that it would be impossible to justify the proposed student representation, on purely pragmatic grounds. We defy anyone to prove, beyond a shadow of doubt (which appears to be required) that extending the franchise to women in the early part of this century was completely justified; similarly, without any sort of moral basis one couldn't establish that the negro in the United States should be treated as an equal to the whites. One cannot establish the validity

of either unless you believe in the concepts of democracy and equality.

It is interesting to note that virtually any argument that could be used against student representation has a direct correlation to the two analogies cited.

Consider the position of the women in society half a century ago; as a rule her education, social and political involvement were inferior to that of a man's. Thus she was not as able to articulate her point of view which was used to justify her inability to effect it.

It has been submitted that the entitlement of the women to representation of her views does not, automatically, lead to the conclusion that she should have full voting powers; even conceding the many failings of a man in judgment and no reason to disregard what has been termed a man's superior knowledge, experience, and concern that qualify him for a place in the government. So why then was the franchise extended; only because our society purported to be democratic, i.e. run by those whom it governs.

So, in approaching the concept of representation in the university one must first define the nature of that institution.

This university is a community composed of three identifiable major groups, the administration, the faculty and the students. It should also be a fair statement that any decisions made by the General Faculties Council will potentially affect any one of these groups to the same degree as it could effect any other. So the groups could be classed as equal to the extent that each is subject to the same legislature. However here the analogy ends, for although the student may have the ability to influence some decisions he singly lacks the power to effect them; this in spite of the fact that he is the major justification for that institution and predominates in terms of numbers. One could postulate that the end result of this inequity would be violent confrontation, simply using the examples is ample evidence on other campuses; as to whether that might happen here, of course, could only be speculation. However it is reasonable to assume that student antag-

onism to university policies is not always a simple result of the implications of those policies but is accentuated from the lack of meaningful participation in the creation of them.

If one wishes to follow the 'claptrap' ideals of a democratic institution then one is duty bound to give representation in the decision-making processes of that institution considering both the proportionate size of any identifiable group and the degree to which it will be affected by decisions made by the governing body. It was for this reason, in fact, that the Students' Union withdrew from GFC since its very presence was a contradiction to the ideals that put it there. Giving the students token votes may be termed a form of conciliation but in reality does little more than cloud the real issue that should be considered.

For this reason we hope that individuals will come out in favor of the proposed increased representation considering primarily the concept of a democratized university rather than hiding behind a facade of 'concerns' which serve only to mask the hypocrisy of their stand.

STUDENTS' UNION

By ZOLTAN MELKVI

On February 3, the General Faculties Council (GFC) will try to decide whether a substantial number of students should join, on a basis of equality and therefore with full voting rights, those members of the administration and of the academic staff that presently decide policy in academic matters at the highest level. Since last May, I have been the representative of the Graduate Students' Association (GSA) on GFC, and, because of the withdrawal of the delegates of the Students' Union, the only student sitting on this council during this time. I would like to review the question of student representation and to express some personal views on current student goals for those who would contemplate the possible consequences of an increased participation by us in the government of the university. Finally, I will make a suggestion in the technical question of how student representatives should be selected to augment other proposals current on this matter.

It is, I think, advantageous to examine the question within the framework of the Report of the Majority, as well as of the Dissenting View of Dr. Anderson, all of the *Ad Hoc Committee on Student Representation* of the GFC. The two reports are not only different in their recommendations, but also in their approach to the problem. It goes without saying that a great simplification would be achieved if we could agree that these two lines of attack are, on a fundamental level, the *only* alternatives open to us. This assumption, incidentally, involves no constraints of logic, only a saving of time for those who would seek new ways; its main advantage lies in quickly leading us to realize on

what level the possible disagreements lie.

The Majority Report is deceptively sparse; it bears the unmistakable imprint (say, from the third reading on) of Guess Who. I have to admit that my first reaction to the two reports was (inexcusable, as my background lies in the mathematical sciences): "God! They've sent us a bunch of recommendations and a detailedly reasoned report why we should reject them outright."

I now think that things are not quite so simple as that. The Majority Report is essentially an axiomatic presentation. It follows its basic assumptions (variously labelled in slightly distinguished groupings as 'basic assumptions' and 'guiding principles') with its Recommendations that it feels can be derived by anyone from the initially stated principles by using logic alone. Furthermore, employing a style that even in the mathematical sciences is used only in advanced monographs, it does not, generally, assist the reader in the derivation, hoping perhaps that a hard-earned conviction will stay with him long enough to carry the vote in February. The only exception to this is the first set of Notes, in which, with very elementary arithmetic, it proves that those finally arrived at numbers were not really pulled out of a hat. (Another hallmark of the Great Masters. They always do the trivial arithmetic beautifully, and in excruciating detail.) I will later discuss a few questions of the type that can be brought to meaningfully bear on an axiomatic exposition, and would like to stress at this time only one essential, if delicate point, one that, judging by early responses I have heard, escaped wide notice. That is, that the paragraphs offered under the title

Background are just that, background, reminding us of the kind of society and expectations that our university is embedded in, and, it should not be forgotten, we all live in. They are not explanations or justifications: any benefits derived from taking that approach should, the Majority rightly decided, accrue to Dr. Anderson.

I would like to turn now to the arguments expressed in the Dissenting View, with nostalgia really, for, to paraphrase the Bard, I loved them once. Those who attended the debates of the GSA about a year ago on prospects of Student Representation will testify that I shared most of the Minority Report's major opinions. I have not said this to imply either that Dr. Anderson's reservations are ones that any sensible person would outgrow, or that I — or many other students — could have produced the type of reasonably complete, sober, and above all civil report he submitted. Still, admitting that a fact is not necessarily an argument, I would say that the year I spent on GFC was what convinced me that an increased student representation is necessary, for the opposing arguments that are presented there are often not ones that can be uniquely resolved by reason alone, and weightier representation from a different point of view is needed to achieve a healthy equilibrium. Indeed, we must be grateful to Dr. Anderson for bringing together so many questions on which two reasonable and honest men could reasonably take opposing stands: they serve as a good illustration of the type of dilemma that is often faced by GFC.

The Dissenting View is not structured around a sequentially evolving logic. Rather, it treats principles and consequences on

an equal footing, looking at each probing: how would they touch the minds and emotions of men. This approach, while sharply contrasting with that of the Majority Report, cannot be so easily dismissed in the present context, which I regard as one in Political Science, as it could be in any one of the mathematical disciplines. Undisputedly, the questions Dr. Anderson raises can guide us in two respects: to assess the Majority Report's axioms from ethical, legal or whatever point of view so far as axioms can ever be assessed; secondly, and much more usefully, in looking at what are the possible consequences of accepting the Majority Report's premises, and, presumably, conclusions, whether these consequences are worth the risks that we all know we would be taking. I have no space to comment on each of Dr. Anderson's arguments, but several are important enough that no one who would take up our problem should ignore them.

The first, and the only one that can be examined on a non-speculative basis are his objections to *Procedures Followed by the Committee*. They fall into three categories: whether all relevant facts in the history of Student Representation have been duly considered, and if the committee's report was assembled in haste and under pressure. My answer to the first of these is that few proposals of the kind contemplated by the Majority have been put forward in Canada or elsewhere, and hardly any of these have been actually realized. Those instances that have, have not been in effect long enough to be critically evaluated now. On the other hand, a few instances of meaningful student voice on a small scale have been in existence for some time, notably on this campus. Those of the faculty who had experience with this have informally expressed mostly satisfaction; however, to verify this claim, or even formally examine it is unnecessary as its results could not, either pro or con be extrapolated to the large scale of representation presently proposed. In other words, nobody

denies that there can be three students found who have something to contribute; whether we can find almost 50, and what the consequences of such a number would be, is something we can express doubts about but not certainty: the only way to find the answer is to try it. As to the haste: the committee took about a year to complete the report. In my view, this was adequate time to have looked at the available facts, and to have judged them intelligently. Regarding the alleged pressures: I too agree that our problem could not be rationally resolved in an atmosphere of, say, threats, high-level resignations, student-police clashes, and perhaps, angry questions in the legislature. These conditions have prevailed elsewhere, but not in the province of Alberta. So, if anything, ours is one of the campuses where calm discussion could take place, and one that now can assume leadership in this field. In conclusion: few facts are known, and many risks are admitted, yes; allegations of haste, negligence, or even of poor scholarship on the part of the committee are rejected.

The *Three Irrelevant or Unworthy Arguments to be Disregarded*, cited by Dr. Anderson, are all that. The significance that the two that occur at all play in the Majority Report is suggested by their being in the *Background*.

Another argument in Dr. Anderson's Dissent that I regard as major is his fear that increased student representation will come about at the detriment of good judgment exercised in matters purely academic. Now, very few of the issues that come before GFC are looked at in the detail that requires the attention of an academic exercising that of his characteristics that makes him most distinguishable from a student: his scholarship in a particular academic discipline. Any major argument voiced in GFC ought to be comprehensible to academics of such different disciplines as chemical engineering and classics; many, but not all of

(Continued on page 10)

HERE IS MY PAID COMMERCIAL

(Continued from page 9)

these a student will be qualified to follow. The part that at least the undergraduates will not fully be able to comprehend will presumably occur in questions deliberating the relative importance of teaching vs. research. In this respect, however, it is possible that even the general public, with even a lower common academic denominator, will have something to say. It seems to me that our academics will have to provide arguments that will be comprehensible at least to students if they are to hope for any understanding by the public at large. I am not equating public support with public understanding, for the two have seldom went hand in hand in the past. But I do say that if we are to continue to receive the amount of support we enjoy at present for much longer we might have to explain, or even, in some respects, to adjust. In both formulating a policy of proper adjustments, and in interpreting toward the public the students should be good partners. In my personal opinion, the university will need the help of students in these last two tasks alone to make the work we will have to perform worth our while. And here we touch upon another important point. It is sometimes said that on the whole campus there are only a hundred students who demand parity. Well, these are the students who are willing to do the work. The only guarantee that this minority has to provide is that if others, possibly of different views, want to join them in this task, they will have a chance to be selected by democratic means. But let us not hesitate to stress again: most students who are willing to do the type of work described above can be enticed only if their weight will be recognized according to the formula proposed by the Majority.

Dr. Anderson himself expects that the real danger to good academic judgment will come when student influence will reach the individual faculty and departmental councils. Here we have problems that I have not entirely resolved in my own mind, not that I have grave reservations. As a guideline to what kind of student participation I would expect on these levels I would say that I would not like to see even graduate students vote on the comparative merits of, say, two currently feasible particle accelerator designs. If current practices continue of staff being evaluated equally on performance in teaching and in research, I would like students to have the same representation on promotion and hiring committees as the Majority now recommends for GFC. But I myself concede that this is not the best way to go about it. Much of the current great cost of universities, and the continued support for them can be understood if it is realized that while the public can willingly support only one or two university goals, these have been entangled with all sorts of expansive practices that some e.g. those who benefit by them, claim cannot be separated. I have no unique plan that would even reduce the present entanglement of teaching and research, and those plans I have I would like to describe at greater length on some other occasion. But, if some way was found to maintain two types of academic, each having

teaching or research as their primary calling, respectively, it is obvious that student representation should be of significant proportion in evaluating the former type, and that no student should sit in judgment of the latter.

The last one of Dr. Anderson's criticisms that I wish to discuss is that of continuity, long term loyalty to the university by those who spend only a few years here, and decision-making by those who do not have to face the consequences. The first one, spending only a year or two on committees where others stay three years is a liability I accept, in both senses of the word. On the second count, I think loyalty in the intellectual sense will have two constituents: love and honest criticism. On the first one, love, students will be, I expect, a bit weaker. On honest criticism, a little bit braver. After all, if one goes along with someone against one's better judgment, the university will suffer. Such 'goings along' exist everywhere, the university not excepted. I don't think such things happen because people fear prevention of promotion by the mighty, but they do occur for reason of people not wanting to be bad sports in the club. (In this sense, loyalty can be a liability, too.)

Perhaps it is time to state that I am not only one who supports the extent of student representation proposed by the Majority, but one who thinks that these follow from the premises advanced by the Majority. I must comment, though, on one of their "basic assumptions," the one stating that "students are a constituent part of the university and not mere clients of it." This I find equivocal, and one that could perhaps attract opposition from people who would otherwise have no quarrel with student aspirations.

My intention is not to exploit semantics to prove a point. After all, if the public at large should be given the impression that, at a time when most of our university's income is derived from a certain amount granted for every student by the government, we are still debating whether they are accepted as part of us, they might conclude that we are beyond redemption. So let me say that I define a university as a community of individuals who spend their time creating, contemplating, or simply learning knowledge. I assume that all of the academic staff have, at one time in their lives, had profoundly involved themselves in all three of these aspects, and can therefore be regarded as the embodiment of what a university is all about. There are many students, and not only those who go on to become academics, who, while involved mainly in the last two of the above three endeavors, attain a concept of intellectual discovery at least within their personal realm, if not creating new knowledge in the absolute sense. These people, I assume, have always been accepted to be as important a part of the university as anybody else; in fact, I am tempted to say, were they the only students in the university, they would form with the staff a "whole" as homogeneous as a university can ever be, and would scarcely require special representation. However, there are students of a different type on our campus. For various reasons, these fail to achieve in-

volution in depth in any of the above categories (probably because they have not the background to start where we begin) and are regarded by those, and I am one of them, who still preserve the traditional ideals of a university as not having partaken in its essence. Since their achievement does not allow them to be called a "part" of a presumably homogeneous concept of a "true university," a suitable term has been found to describe them in the word "client." These clients do not smoothly fit into the big university that has been financed by very recent public support but that evolved around a very old formula. Not only our clients fail to get their money's worth in this set-up, but, because of the makeshift evolution of an undesirable median of academic life, even those students who would have been quite at home in the university of old are now shortchanged. Even some of the staff (the better half, I would guess) begin to feel the strains of the system, although they have made themselves as independent of the masses as if they were still

much attention in recent times, mostly unfavorable. A rambunctious minority has already indicated, only half in jest, that this is exactly the philosophy which would enable them to support the Majority. Here is how I see the problem. The change from 82 to 127 will not cause the large change that, say, one from 30 to 80 would. In this sense, the destruction is already a reality. It is unlikely that we would have to live with it for long. In a couple of years, the effects of the proposed change will be evident; other ways of adjusting the present system will hopefully be tried by the other universities in Alberta. That way, when the legislature finally gets around to changing the Universities Act, we will perhaps have the needed data whose lack we all deplore. At that time, a supreme governing body of the right size and ratios might be created, one whose composition will be determined, not by the politicians outside, but, if only experimentally, by our universities.

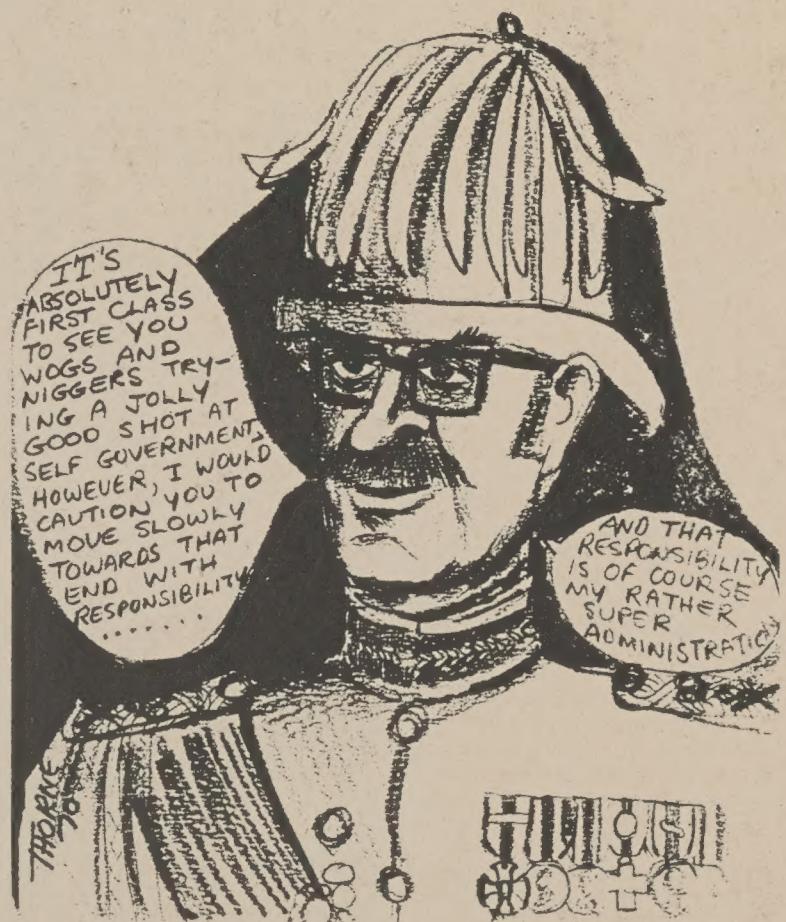
I would like to bring my discussion to a close with a technical

the candidate has to inform about his qualifications and performance. Some of this process can be conducted in an intelligent way, by submitting curricula vitae, publication lists, and articles expressing views on major issues through such media that we have, i.e., notice boards, The Gateway. But, inevitably, there would have to be some campaigning done, perhaps with photographs, posters and slogans in order to win. This many of the graduate students, especially those in the conservative science disciplines and professions, where it might "kill" them professionally, will be reluctant to do. Lastly, this type of election would really judge only one concentrated campaign performance.

An election by the GSA council would be an election by representatives elected democratically on the departmental level. There is proportionality involved, too, since larger departments elect more council members. These people would have a chance to observe candidates for as long as a year, at the once-a-month council meetings. A candidate's views, on a wide range of issues, and performance in an atmosphere akin to that of GFC could be observed. There would be some danger that the council, in a conservative mood, say, would return its ten most conservative members to GFC, but I consider this possibility as one of small probability, and the lesser of two evils in any event.

There are two other, lesser benefits associated with my proposal. One is that while the Majority view would presumably lead to fixed annual elections, with most members standing for elections only for a single year. In my scheme, the GSA council could replace delegates when they retire, assuring greater continuity. (I would not allow recall by GSA in any case.) All this would fit in with the flexible schedule according to which graduate students conclude their studies.

The other benefit I foresee is that of saving the GSA as an organization. No one denies that implementation of the Majority Proposal will mean a great change: to make the leap smaller, we have to build on what little student participation we had in the past. This, for graduate students, is provided by the GSA. Each month, about 20 of some 40 eligible council members come to discuss things; about ten can be counted on to do some work in between, such as accepting committee appointments. It is while involved this way that students become aware of the real problems, and not by emerging from their offices once a month to appear on GFC. Also, one should consider that eliminating council work from the Students' Union activities still leaves such things behind as clubs, social events, etc., and a building. If one subtracts the monthly council meetings from the GSA, there is nothing left. We would destroy more than just one of our more pathetic and reactionary organizations. We would lose the only organized contact that graduate students have with each other. A couple of years from now, when the results of increased representation on GFC are seen, such a loss might well be borne. But, to do away with the GSA now, is to throw away the only tried thing we have.



on the outside; in any case, there have been sufficient riches falling their way to ease the pain. I suggest that students, "real" students and clients, have to be represented if our system is to evolve to meet the needs of all of us. In conclusion, in my concept of the modern, non-homogeneous university, students can be regarded as both a part and as clients. In this sense, I feel that this axiom of the Majority can be weakened without any influence on their conclusion.

After criticizing an assumption, I would like briefly to comment on a very unpleasant, if inevitable conclusion: that the newly constituted GFC would have 127 members, and be a completely unmanageable body. The concept of "destroying something in order to save it" has received

proposal. I restrict my recommendations concerning the method of selection of students for GFC only to graduate students, though much of the reasoning could apply to the Students' Union.

If we get more seats on GFC (ten are proposed for graduate students by the Majority), the question arises how to fill them. The Majority recommends the holding of faculty-wide elections. My view is that the GSA council should elect the members, not necessarily from among council members. I have only lately come to accept this view myself because superficially, it looks so undemocratic. But I now support it because it would easily provide GFC with better representatives. Here is why. In a faculty-wide election, the larger the faculty, the greater the number of people

Res is a home to live and relax in

I write in protest to the article entitled, "Residence—the subtle destroyer" in the January 21 issue of The Gateway. Firstly, I would like to know if this article was intended as an editorial and if so, it was poorly marked as such and if not, why did the author fail to sign his name? I assume The Gateway is essentially an honest paper and therefore would wish to hear "both sides" of the issue, so misconstruedly presented in the aforementioned article.

True, the Lister Hall complex is a system, but not an entirely complete or closed system. Its aim is to provide a home for students—a home as similar as possible to the conventional North American home. Therefore, is it any wonder that residence students tend to relax and socialize in their own homes? Services are provided here, since it is the home for some 1,800 students, because they are needed.

The article claimed that city-bred students are more capable of adjusting to university life and hence have a larger social spectrum. I disagree. On my floor for example, 25 out of 58 girls are from communities with city status; this is approximately 43 per cent of the city-raised students on this floor find residence to their liking. Many students here in res did not initially know many people in Edmonton, but living in the same complex with

1,800 other students largely increases one's perspective. For Edmonton city, non-residence students, university is a continuation of high school whereas for non-Edmontonian students, residence life and university life is a unique and exhilarating experience.

This article also mentioned the position of seniors. His facts were incorrect as far as women's residence is concerned. For the records, there are only two (2) elected officers for each floor, a chairman and a vice-chairman; there are five (5) appointed positions of seniors. These five positions are applied for and selected by the retiring House Committee of that year. I agree that this system is open to mistakes but at present there is NO better alternative.

Individualism is more prevalent in this res than in any other facet of campus life. It is this unique individualism that breeds new concepts and causes the dissolution of old and staid ideas while new, fresher ideas take their place. In a house committee, often there is a wide variance of personalities, beliefs and experiences, consequently variant individualism among floor members.

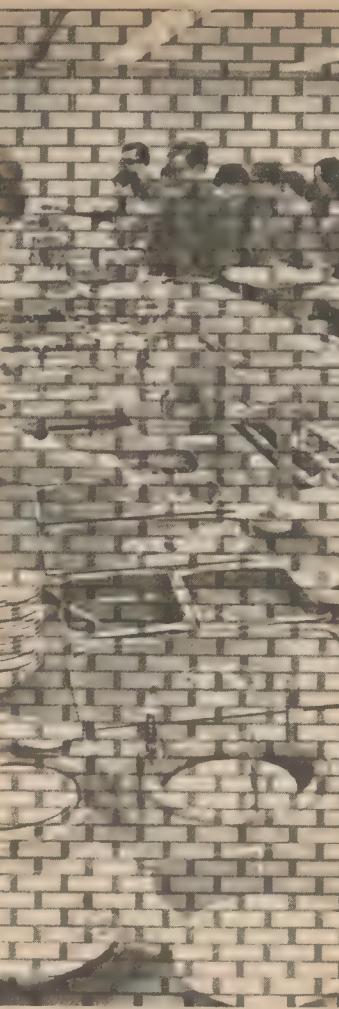
As to the formation of cliques, you cannot accuse res of causing this as it is evident throughout campus and throughout life as a whole. It is these cliques that go

to form classes of society—and so are not a specific misdoing of residence. Certainly, you will find a certain amount of racial discrimination, but to a far lesser degree than in conventional day to day living.

The references made to disregard of an individual were communication and the complete disregard of an individual were irrelevant and obviously opinions. The author evidently has never sat in on a Joint Council meeting where the rights of an individual are strenuously upheld. Residence is not perfect and I will be the first to say so, but "you get out of it more than you put in." True the sexes are segregated to a degree but I resent being told that I "think of myself as an object affiliated with a male." In the author's obviously limited experience with residence, he has neglected to consider that res as a group is made up of individuals.

To me and to the majority of girls on my floor, residence has been a rewarding and eye-opening experience. It teaches how to accept others at face value and how to help others. Perhaps the author of that article should have heard the story from someone who felt that residence is not all that evil.

Colleen Macdonald
vice-chairman
ninth floor, Kelsey Hall



RESIDENCE

... the subtle destroyer?

—Chris Scott Photo

No meat between bread in residence article

This is a reaction (by a student who has been there) to your unsigned article, "Residence—The Subtle Destroyer." I found the title and the conclusion, "it is the time to seriously question the (residence) structure itself," agreeable, but there was no meat between the bread. The author was uninformed, yet somehow arrived at the answer by way of generalizations, irrelevant quotes, and false premises, unfortunately rendering the conclusion invalid.

"The group," which is referred to thirty-six times in the article (anyone who can find more wins a free copy of my booklet, *Bitching for Fun and Profit*), is

never defined further than to say it is established by Residence, whoever he is. It is true that residence is not a closed system, but not because the residents fear excommunication by that weird "group." There are physical limitations placed on those who wish to spend free time elsewhere. For example, there are 100 parking spaces for 1,800 student, with priority going to the handicapped and those with part-time jobs. Consequently, very few have cars, and it becomes more convenient to sit in your "box-like room" and drink, than to hitchhike to a show.

The system is further closed to non-residents by mixed visiting

rules. For a girl living in res, there is a definite advantage to going out with a guy living in res. Men's mixed visiting hours are from noon to midnight on weekdays (not six to midnight as stated in the article), and unlimited on weekends, for a total of 108 hours per week. Women's mixed visiting is restricted to weekends for a 21 hour total. This means that on a weekend, a girl dating an "outsider" must have him out of her room by 9:00, out of "The Ship" (coffee shop) by midnight, and out of the makeout lounge by 3:00 a.m. If she's dating an "insider", there's always his room. It ap-

pears that Lister Hall, is albeit unconsciously, promoting endogamy.

Dissatisfied students in residence now are not leaving because of the \$63.00 fee (fine?) for breaking the contract. The dissenters are not forced to conform by other students, nor are they excommunicated.

I have only pointed out the more blatant misconceptions contained in the article. At worst, *Residence—the Subtle Destroyer* is an example of irresponsible journalism—at best, bait for indifferent res. students.

Molly Johnson
arts 2

Myra Bielby,
arts 2
Mackenzie Hall

See what you're missing not living in residence

I direct this letter to the person who wrote the article, "Residence—the Subtle Destroyer" found in The Gateway on Thursday, Jan. 21. Upon reading the article I was struck by the manner in which the writer managed to convey his ignorant and biased attitude towards residence life. As it was most probably a university student who wrote the article, I feel it would be doing him, among other students (whose attitudes may have been influenced by this propaganda) a great service to straighten out the facts, and present residence life in its true light.

The author of the article stated that residence students tend to stay in residence of the time they are not in class. As residence serves to students living in them, the same functions as an apartment or home serves other stu-

dents, it is only natural for students to spend the majority of their time in res as do other students spend the majority of their time at their apartment or home.

The hours a res student does spend on socializing are not—contrary to the article on which I am commenting—all spent in res. A vast majority of res students participate in intramural sports, which are played during the university year. This provides for socialization among other students not living in res. Also many res students attend shows, socials, and dances sponsored by the university and not res.

Residence life itself does supplement socialization. This is to the advantage of students who came to the university knowing no one. The university as a whole is perhaps overwhelming to the new student, and residence cuts

down the size and provides socialization in a smaller group, which makes it easier for the student to feel not merely as a person with a number, but as an individual with personal value.

The author of "Residence—the subtle destroyer" also commented on the manner upon which res segregates its sexes. He stated that the structure of the building and the rules lend themselves to segregation. This is a falsification if there ever was one. The co-ed lounge, cafeteria, ship, music rooms, and laundry facilities are all geared to create integration between males and females. Also males are allowed to have girls in their rooms, not as incorrectly stated by the mysterious author, only from six to midnight, but rather from noon to 12 on weekdays, and round the clock visiting on week-

ends. These hours are readily being taken advantage of. Do students living at home or in apartments have a great system of integration as this which allows for watching TV, eating, room visiting (and amusements its supplies), and even washing clothes with members of the opposite sex?

I also fail to see how anyone could make such a statement as "girls are not people." If girls are not people, then may I ask of this author just what girls are, and if by this statement he intends to discredit all the scientific knowledge which declares that girls, as well as boys, men, and women are also "People."

The structure of res makes it possible to always find someone to do something with, so a person does not have to sit in

What do you do?

Your article "Residence—the Subtle Destroyer", printed in the January 21 issue of the Gateway referred to the tendency of resident students to remain in residence and non-resident students to remain out of it as a custom. Perhaps. But it is a custom created by our life style. Sure parties in small rooms are dismal but when you've nowhere else to have them what do you do. The coffee shop has plenty of business because res students don't have a kitchen handy to run into to get an apple or cup of coffee. No one is going to run across to SUB in 10 below weather just to be able to say they've left the building. Most students go home at night to relax. Once there they hesitate to leave. Resident students have no city home and so transmit their "home activities" to res.

The average university student hesitates to spend the time or effort to come to meetings or activities on campus after classes are over. The same situation exists with res students. It's much easier to sit, read a little or start on that term paper and for relaxation, to go out into the lounge to watch TV for an hour. No one makes the effort to get out and participate in campus activities even if they are close at hand because, after all, there is that assignment that's due tomorrow, or maybe a part-time job takes up most spare time or for some other equally listless reason. Our general campus lackadaisicalness has permeated residence students as well as non-resident ones. They stay in res because it's their home-away-from-home, few non-res people ask them out and because it takes just too much energy to do otherwise, they stay.

Resident students may, generally, be a little younger, a little more naive and follow a few more rules than non-res ones but they've campus "customs" quickly.

Myra Bielby,
arts 2
Mackenzie Hall

her room if she does not choose to do so.

Society as a whole is constituted by groups. Residence happens to be one of many groups found on campus. As do all groups, residence has norms which help govern it. In order for a group to exist and survive, there must be a sufficient number of members' interest in it and its values. Residence as a group has existed and by evidence of numerous applications for rooms, appears that it will continue to do so for some time. Perhaps residence life does have its drawbacks, but then what institution exists with no fault? In this case, the advantages of residence, by far outweigh the disadvantages.

Beth Malcolm
ed 2
Kelsey Hall



Bob Anderson ... one man's opinion

It's Bash the Bisons (and the Wesmen while we're at it) Weekend coming up at Varsity Arena.

The phrase was coined some three years back, in response to the need to knock off Manitoba's footballing Bisons who were challenging for top spot with the Bears.

It survived over the years and has become an important part of psychological warfare whenever the Manitobans come to town.

The puck Herd pays another visit Saturday night, only this time the tables are reversed.

Clare Drake's Bruins usually find themselves occupying the top rung of the Western Canada Intercollegiate Hockey League at this point in the schedule, but the Bisons have usurped that role and at present have a four point bulge atop the standings.

And up until last weekend, Drake's not-so-Golden Ones actually found themselves battling for their playoff lives. But two solid triumphs over Brandon Bobcats and Saskatchewan Huskies appear to have put the Green and Gold at least into fourth place.

But if the Bears distinguished themselves with fine play against the Bobcats and Huskies, their fans went in just the opposite direction.

This may sound like a scratched, if not broken, record, but fan support for athletic teams on this campus is going from bad to worse.

Not in sheer numbers, of course, as evidenced by the 2,500 in the pews for Friday's encounter and some 1,800 in attendance the following evening.

But rather in plain old fashioned vocal and noise support.

It was almost possible to hear a pin drop in the place even when the Bears had scored a goal. Fans must have forgotten to bring gloves and instead had to rely on sitting on their hands to keep them warm.

Either that, or there were a lot of cases of laryngitis present at the game, thus preventing their victims from so much as uttering a single yell.

Now I'm not suggesting that we all go to the games gungho and cheer like wild idiots everytime the Bruins so much as touch the puck. Far from it.

But what I am advocating is a little noise (to hell with that—a lot of racket) whenever that little red light flashes on behind the opposition net.

It's sometimes hard to grasp how much fan support means to a hockey club, or any athletic team for that matter. But by just sitting there in cold silence, you're not doing the club much good. In fact, you'd probably get just as much out of the whole experience by staying home and watching television.

It's more than just a coincidence but whenever the Golden Bear pep band makes one of its all too infrequent appearances things pick up. The group does a great job of getting the fans "up" for the contest, and keeps them in fairly good cheering form throughout the action. Here's hoping that they will be out this weekend, especially for Saturday's matchup with the Bisons.

The Bears currently find themselves some four points behind Calgary Dinosaurs and UBC Thunderbirds, both of whom are tied for second. The Bisons with a new coach and a new attitude lead the pack with an 11-1 mark.

In previous seasons, Bison fans have subjected the Bears to some of the loudest anti-support (if you can call it that) whenever the Albertans have paid a visit to barn-like Bison Gardens.

Methinks we've let the Bisons off too easily each time they've played in Varsity Arena.

So, in the paraphrased words of Assistant Athletic Director Chuck Moser, come on out to both games (Friday, Winnipeg Wesmen are in town), bring any kind of a noisemaker AND CHEER LIKE HELL!

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Gateway

Sports

Ron Ternoway ... another man's opinion

SASKATOON—Something is rotten in the Western Canada Intercollegiate Basketball League.

Any time that a team like Brandon can beat the Golden Bears, something has got to be a little fishy.

Bears had a couple of strikes against them, like the train to Brandon was five hours late and no one can sleep on a train, and like they played like a bunch of old ladies in the first half, but there's more.

It's getting so that any team is dangerous in their home gymnasium.

And there can't really be that much difference in some 700 square feet of hardwood and a couple of hoops.

No, there's got to be more.

What, then?

Could be it's those two guys in the striped shirts what blow the whistle and run miscellaneous other errands.

Come to think of it, it probably is.

Now I'm not saying that all officials throughout the WCIBL are bad. There are a few that never should have gotten out of the sandlot, but on the whole, WCIBL officials are competent in some sense of the word and know their rules.

But there's a great difference between the theory and the application, as a prof of mine is wont to say, and it is in the interpretation rather than the actual knowledge that the officiating breaks down.

The most important thing to have in officiating is consistency. It doesn't matter if the calls are good or bad in the eyes of the fans, as long as the officiating is consistent.

That's where the WCIBL is lacking. In the league, there are ten different variations of basketball being played, one in every town and two in the case of Winnipeg.

In Vancouver, all body contact, even under the backboards, is heavily frowned upon by the officials. (They even give fouls sometimes.) In Saskatoon, you can do almost anything except kick a guy in the groin under the boards and get away with it. In Brandon the referees panic and do silly things like hand out technical fouls for touching the ball after it goes through the hoop. In overtime yet. It's a well known fact that a team has to be 25 points better than the Bisons if they expect to win in the Manitoban home court. The Bisons haven't lost a league game at home for years now, and it's mainly because they're playing seven men against five.

And here at home, the officials are mere cretins. They have difficulty with anything more complicated than a travelling call, and when it comes to deciding who knocked the ball out of bounds, they never guess right.

And so it goes around the league.

What is needed is a system like the NHL and most other non-bush organizations whereby the officials travel from town to town, and are not just a couple of guys that happen to live in the burg where the game is being staged.

But since that's much too expensive to be feasible, the best alternative seems to be some sort of a training school for referees, where some small shred of consistency of interpretation could be introduced. That still leaves the question of whose interpretation to take as the gospel, but that is really immaterial as long as the refs are going to be the same in every town, for every game.

Who, then, you may ask and probably just did, will correct this criminal injustice? Who will right the wrong and punish the transgressors?

No one.

There is very little likelihood of change.

Things will just stay like they are, with wrongs being perpetrated from 8-10 every Friday and Saturday along with the occasional Monday throughout the long winter months by those guys with the funny shirts.

It's kind of depressing.

Repka checks second to none

Bruins want two wins to salt away 4th playoff spot

By JOHN BLEVINS

Hockey is a game of skills — skating, shooting, passing, stick-handling and checking.

Of all the skills that a hockey player possesses, checking is a must and number eight of the Golden Bears, George Repka, excels at this essential part of the sport.

Repak has the ability to skate fast, hit hard and check with great tenacity as exemplified in last weekend's romps over Saskatchewan and Brandon.

George is a product of the northern regions of Alberta, Grande Prairie, including two years of Junior B, before coming to Edmonton and the campus of this university.

Since being at these hallowed halls of learning, the five-foot, seven-inch, 165-pound right winger has played two seasons with the Junior Bears. George graduated to the Varsity squad in the latter part of the 1969-70 campaign when Milt Hohol and Al Cameron were suspended.

This is his first full season as a Bruin and he has proven beyond the shadow of a doubt that he belongs in the Western Canada Intercollegiate Hockey League.

When asked about Repka's prowess as a hockey player, Coach Clare Drake replied, "George's strongest point is his checking ability although he is managing to score goals. He has a good shot but he has one weakness—at times he tends to take too long to shoot." All in all Drake seems to be pleased with the way George is playing.

Important contests

Repka, who is in his second year of law, believes that "this is a good club with a lot of spirit."

The little winger and his teammates hope to lay down the law as the Winnipeg Wesmen and the Manitoba Bisons invade Varsity Arena for clashes tomorrow and Saturday evenings respectively.

The Wesmen, along with the Victoria Vikings, are currently residing in the WCHL cellar.

Manitoba suffered its only defeat of the season last Friday night (5-3) at the hands of the UBC Thunderbirds in the T-Birds' home rink. The defeat seemed to unnerve the Herd as they only managed to edge the Vikings 5-2 in Victoria.

Bears merged their talent last weekend to go six points up on the closest contenders (Brandon and Saskatchewan) for the final playoff berth. They are sitting in a safety zone at present but two wins on the weekend would salt the spot away.

Game time for both of the contests is 8 p.m. Admission is free with your ID card.

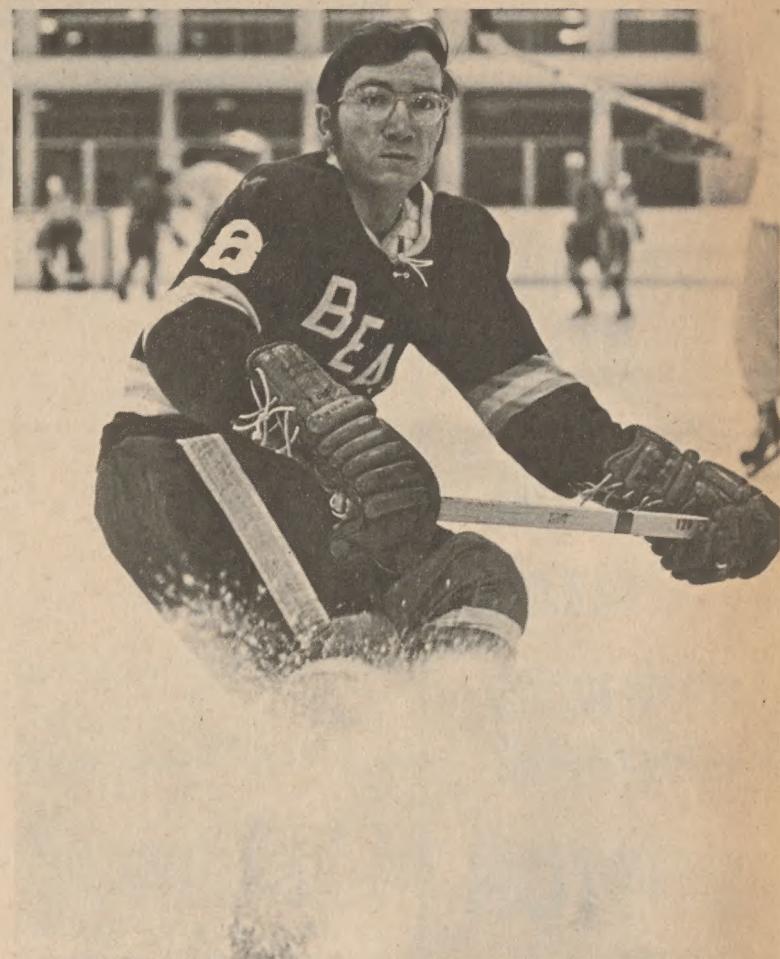
Wrestlers win

Bert Taylor's wrestling Bears, fresh from a pair of triumphs last weekend, head for Regina today and an invitational tournament in the Saskatchewan capital this weekend.

Bruins knocked off Calgary Dinosaurs 38-5 and the Northern Alberta All-Stars 16-14, with Gord Bertie, Mitchi Tanaka, Serge Gauthier and Butch Glover turning in top individual performances. Glover, as a freshman, is undefeated.

In addition to the Bears, other squads competing in Regina will be Manitoba, Saskatchewan, Regina, Minot State and North Dakota State.

It will be Regina's first attempt at spotlighting wrestling.



—Ray Dallin photo

FLYING GEORGE REPKA

... improving every time out

Lights out for Huskies as Bruins pull switch

By RON TERNOWAY

Bears 81, Saskatchewan 66

SASKATOON — The Huskies missed their cue Monday night.

It was half time in their Western Canada Intercollegiate Basketball League encounter with the Alberta Golden Bears, and the Saskatoon crew was down nine points.

Suddenly the lights went out.

Here was the Huskies' chance to steal away into the night and escape what was coming.

But the foolish sled-dogs stayed around for the second half, and proceeded to get thrashed 81-66 by a fired-up group of Bears.

Smarting from an overtime loss to Brandon and remembering their fate a year ago in Saskatoon when the Huskies beat them, the Bears were determined not to make it two losses in a weekend. For two days the talk on the team had been, "Saskatoon is always so ?!*(?)! tough at home," and the Huskies had lived up to that reputation by knocking off Calgary and Lethbridge that weekend.

But Monday this was not to be as the Bears out-shot, out-rebounded and out-hustled the Huskies and came away with their ninth win.

It was the veterans who came up big for coach Barry Mitchelson, as third-year guard Bobby Morris netted 18 points and four-year veteran Larry Nowak added 16. Nowak also pulled down 20 rebounds. Wally Dick made it 45 points in three games as he threw in 15 for the Bears. Wayne Dick led the Huskies with 17 points.

Bears shot a fine 44 per cent from the floor and 74 per cent from the foul line.

The real turning point in the contest came in the second half when the Huskies threw a half-court press at the Bears. Coach Don Fry and his boys didn't know that

the Bears had been over at the gymnasium the night before working against just such a defence. The Green and Gold broke through the press like it was just so much air, and collected numerous gift-lay-ups. They increased their lead to 20 points, sent in the subs, and went home with the two points.

"We were really up for this one," said Mitchelson. "We've had some bad experiences here in Saskatoon the last couple years, and we didn't want it to happen again."

Sprained ankle

Starting forward Dick DeKlerk sustained a sprained ankle near the end of the first half, and did not play for the rest of the game. The injury should not prevent him from making the trip to Winnipeg tomorrow, however. Bears tackle the Winnipeg Wesmen tomorrow night and the league-leading Manitoba Bisons Monday.

Bears' hopes of finishing any higher than third in the WCIBL standings all but vanished last weekend as Manitoba defeated UBC and the Bears lost to Brandon. First place is all but out of reach, and second place is possible only if the Bears win all their remaining six games and someone upsets UBC.

In other WCIBL action Monday, Regina Cougars finally hit the win column after 12 failures as they dumped Lethbridge Chinooks 80-67. Brandon won their third straight at home, defeating Calgary 81-67.

STANDINGS

	W	L	GBL
Manitoba	10	1	
UBC	10	2	1/2
Alberta	9	3	1 1/2
Winnipeg	6	5	4
Victoria	5	7	5 1/2
Saskatoon	5	7	5 1/2
Calgary	5	8	6
Brandon	5	8	6
Lethbridge	5	8	6
Regina	1	12	10

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Truth about South Africa

It is a pity that The Gateway published a tendentious article on a serious issue without giving the author's name. The South African press itself is full of anonymous or pseudonymous letters declaring the same viewpoint as your contributor ("Bias distorts our image of South Africa," The Gateway, January 21). We worked in South Africa for a number of years so we feel our views have some validity.

The article complains of an "emotional bias" in the world's attitude "created by years of distorted reporting of South Africa's problems." Yet the truth is far worse than any newspaper report can adequately convey. It is impossible to turn in any direction in South Africa without being aware that 13 million people have been labelled—forever, as far as the South African regime is concerned—as inferior, second-class citizens. The squalor in which the majority of Africans are forced to live (average income per month for Africans is about \$10 according to the South African Financial Mail) is appalling. The infant mortality rate among Africans is one of the highest in the world, and many teenage children will never develop properly because they have suffered from malnutrition at some stage of their lives. Contrary to your contributor's assertion, the South African government is NOT making "a tremendous effort to cope realistically" with such problems; in fact it is doing extraordinarily little to provide Africans with even basic welfare schemes and—as we

know personally—it actively hampers efforts by non-government organizations and individuals to promote such measures.

If your reporter wants more detailed information, perhaps he would contact us. Were we to continue here, we could easily take up your whole edition with facts which one after another would reveal South Africa's true political and human climate.

As for your reporter's point about "king-sized hypocrisy," we would like to say that in the press which we think of as liberal—for example, the British Guardian, and The New Statesman—all regimes which practise inhuman policies come in for their share of sharp criticism. Your reporter should see that he is better informed in future on subjects about which he writes so aggressively.

Ronald and Janet Ayling
Department of English

The article about South Africa was taken from a magazine from South Africa called "Focus on South Africa." It was written by Lubor J. Zink, a Canadian journalist who visited that country in 1968.

letters



"We don't consider ours to be an underdeveloped country so much as we think of yours as an overdeveloped country."

South Africa story full of hypocrisy

"Smacks of King-Sized Hypocrisy."

"Bias distorts our image of South Africa" "Smacks of King-Sized hypocrisy" like I haven't seen before.

The assumptions and resulting analysis and conclusions are but manifestations of the bias and hypocritical prophesying of an "apartheid lover." The same things that he condemns the Canadian public of the same "crime" he commits without having sec-

ond thoughts. It reminds one of the U.S. government attacks upon the Germans for racism against Jews, while blacks were being lynched in the "cotton belt."

To begin with, my good friend, if I should dare say so, assumes that black South Africans would object to our image of the South African government as racist. As far as the rest of the world is concerned, with the exception of Rhodesia, the blacks in South Africa need as much help they can get whether it be a sympathetic hearing or militant postulating against a racist government.

The only thing wrong with your analogy, my friend, vis-a-vis Canada and South Africa is that Indians and Quebecers are a minority whereas in South Africa blacks are a majority and even if they were a minority it wouldn't nullify the racism of the South African government.

or any other government for that matter.

Your suggestion condemns Canadians for a distorted image of South Africa through a slanted press the same way that you condemn the "Soviet Union, China and all other communist dictatorships."

May I be so humble as to ask how come you are holding people responsible for something you are unable to uphold? Or do I have it wrong? Maybe you do know about South Africa, the Soviet Union, China and all other communist dictatorships. But how? The only people who have been "so informed" are those in the higher echelons of the U.S. State Department, through the CIA.

Which one is it, were you in the higher echelons of the U.S. State Department (not likely) or did you work for the CIA? Or is it that your article just "Smacks of King-Sized hypocrisy"?

R. Thakur
arts 3

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PAUL J. LORIEAU

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Dewey's conception of education didn't include photostated notes

Referring to Sheridan McLeod's letter in the January 21 Gateway, I feel I must take issue.

You have made a very serious allegation against one who probably cares more for you and your future and who probably knows more about your future problems than you do. As you will soon be confronted with a class (if you are lucky) six hours a day, being able to regurgitate Dewey's seven points without showing an understanding of them will not do you

much good. As you read his book you must have noticed that Dewey would like education to be an experience in living rather than in copying from dictation. Although the ability to give the seven points may impress some and garnish your self-esteem, your students probably won't give a damn. They will want their education to be meaningful.

In demanding that you read and think for yourself I cannot help but feel that this instructor is being less dogmatic than you who wish (or so it seems) to

memorize specific canned points. If you have to get the points yourself out of Dewey's writings and put them in your own words, they will be much more valuable than your seeking to understand the professor's way of thinking.

It seems just a few short years ago that students were up in arms about dictated notes and were demanding to be able to draw their own conclusions, to test them against the instructor in verbal rapport or by written assignment. If you then had trouble you could take your difficulty to the prof and rightly ask for help.

I feel the charges you make are completely unfounded. I believe this professor does care about people, our future society, and that she is not enamored with her own self-esteem. If she didn't care she would probably be very content to dictate notes and have students regurgitate them back on exams. If you were really more interested in your future as an educator and less about your future ability to memorize, university would have more meaning, be more interesting, and you just might come to appreciate the Deweyan educational philosophy of experience.

S. Wigston
ed 4

McLeod should read Dewey

This letter is written in response to that of Sheridan McLeod which appeared in your publication on Thursday, January 21 under the heading "The drone" goes on useful points lost."

I know the professor that Mr. McLeod refers to quite well and I do not find her to be dogmatic or in any way unsuited to teaching undergraduate courses. In fact, she is deeply concerned about her students and her classes. She devotes much of her own time to talking and interacting with students. She has divided larger classes in half in an attempt to produce a better learning environment. Of course she has not received any additional remuneration for teaching an extra section of her own course.

I see no reason why the professor in question or any professor should lend his lecture notes to his or her students. If Mr. McLeod is all that interested

in what Dewey says why doesn't he try reading everything Dewey wrote.

Mr. McLeod's laziness puzzles me. He does not by his own admission attend too many classes and then expects the professor to lend him or her notes so he can grasp the "key points."

I fully agree that the "Republic" is a difficult book to read. However, this same complaint can be very validly raised against the works of Aristotle, Freud, Darwin, Newton, Einstein and of course Dewey. If McLeod is in the University to read easy things then he might do well to return to serious contemplation of the comic books which have evidently been the staple of his intellectual diet for most of his adult life.

What is needed if this university is to improve, is more professors like the one indicated in the letter and fewer students like the author of that letter.

David G. Wrangler
educational foundations

Engineers haven't reached puberty yet?

On the evening of January 25th I went to a show at SUB Theatre. Apparently it had something to do with engineering week as the princesses from the different engineering branches were in attendance. I was absolutely disgusted, not with the show, but with the audience. I might have enjoyed the show if a few of the children in the audience would have shown a little courtesy and allowed the program to be heard.

By children I mean ones with bodies of adults but the mental capacities of children. Possibly they were causing all the disturbance because they didn't understand what the skits were about. This could be very true but I really haven't heard of any 21 year olds who haven't reached puberty. They wouldn't allow any of the performers or speakers to say anything without having some imbecilic wise crack or smart remark. These are the same people who run around yelling that they want to be treated as adults. Why should they be treated with respect if they have none for anyone else.

I believe one of the speakers at the show summed it up quite well with a remark about walk-

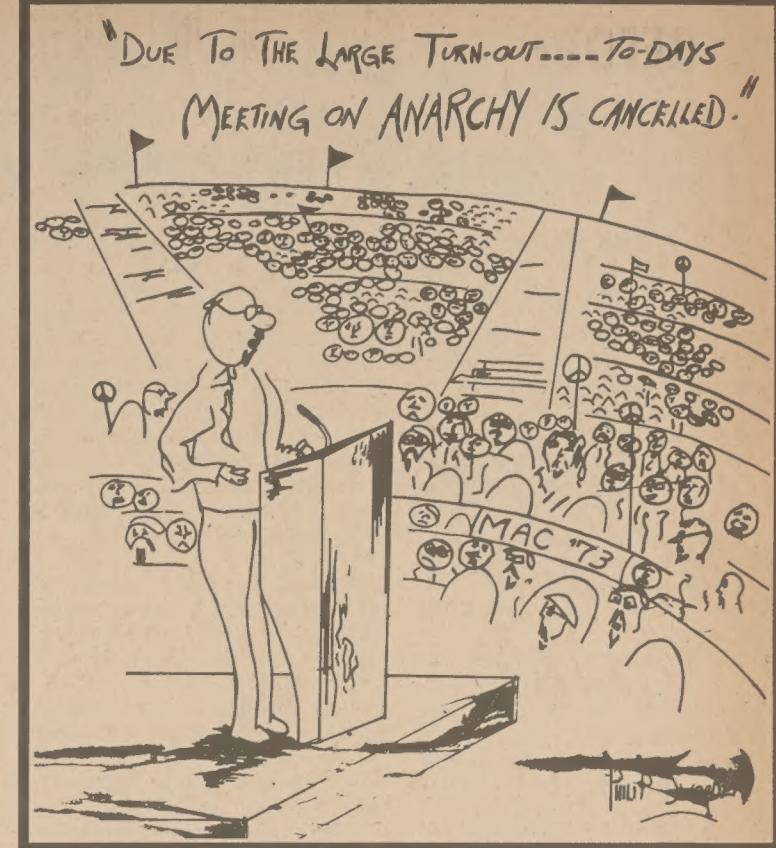
ing into a wall and receiving a broken nose.

Brian Evans



—Malcolm Fraser Photo

WHO SAYS ENGINEERS AREN'T ANIMALS or The Garden Of Eden As It Really Is was the theme of you guessed it the opener of engineering week—their skit night. Actually looking at it from an objectifying viewpoint the skits were outnumbered by skirts as the usual bevy of boisterous breasted bodes (kicklines, to the illiterate) bounced busily beautifying their candied candidates for queen. Aggie's beware the beasts are loose.



"Instant Ed." for McLeod?

We thoroughly enjoyed the "drone" letter in Thursday's Gateway. Here is another proponent of "instant education." The avowed method of getting an education is to photostate the

notes of the professor, God knows for what purpose. Perhaps to memorize them in order to pass a multiple choice exam in Philosophy. We think there is an even easier way. Why don't we hand out University Degrees together with birth certificates, photostated of course.

We suspect the professor's reason for not handing out photostated notes is to encourage her students to think independently, a skill difficult to master by many people, but undoubtedly invaluable for any budding teacher. We are studying the same subject with the same professor and we have found her to be everything but dogmatic and difficult. On the contrary, she has been considerate and tolerant.

Upon entering the teaching profession Mr. McLeod will quickly find out that not all of his students will approve of his teaching method. Let us hope for his sake that a letter similar to the one he wrote, but this time written by one of his students, will not arrive at the offices of the school board he will be working for.

Rhoda Stahl
ed 4
Edith Boucher
ed 4
Maria Hughes
ed 4

PAGE FIFTEEN THURSDAY, JANUARY 28, 1971

The Gateway

member of the Canadian University Press

STAFF THIS ISSUE—As the great debate on Canadian nationalism raged in Dinnwoodie Lounge, the following staffers turned out to put out the first 16 page paper complete with student representation reports Bob Beal, Bob Blair, Jim Carter, Jim Taylor, W. P. Burns, Sid Stephen, Ron Dutton, Forrest Bard, Mike Daniels, Eric Dawson (our friendly engineer), Doug Kellough, Chris Scott, Ed Lilley, Malcolm Fraser, Joe Chi, Elsie Ross, and I, Harvey G. Thomgirt.

editor-in-chief Judy Samoil
news editor Ellen Nygaard
fine arts editor Ross Harvey
sports editor Bob Anderson

The views expressed by this paper are those of The Gateway staff and not necessarily those of the students' union or the University. The editor-in-chief is legally responsible for all material published herein.

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Brown noses reform report into Council agenda again

By BOB BLAIR

Monday's students' council meeting forged ahead with the Brown Report on students' council reform. Chief area of contention centered around the method of choosing the executive.

Although council passed (20/6/0) in principle the section of the report stating that the President and Academic Vice-President should be elected together on a single slate, there was considerable debate over how the rest of the executive should be chosen.

Mr. Brown had changed this facet of the report. At the previous meeting, he had said that the remaining four members of the executive should be chosen by the president from council. His report now recommends that the president be allowed to choose his executive from the

student body at large, subject to ratification by council.

He said that this would allow the president to ensure solidarity on the executive. As the report originally stood, there was no guarantee that people with whom the president felt he could work would be elected as faculty reps.

He said ratification of executives by council should prevent the president from appointing incompetents on the basis of friendship.

However, several councillors had reservations about having executive members appointed without any real mandate from the student body.

S.U. President Tim Christian made an amendment requiring all six executive members to be elected on a single slate. This was defeated (5/19/0).

The main motion was never voted on, as a motion to extend

the meeting one half hour failed and council automatically adjourned at 11:30 p.m.

The only other part of the report to be considered was the section which would return council to the situation of representation by faculty (i.e. one rep per faculty).

Mr. Christian spoke against this, saying that the larger faculties supply a larger portion of the students' union's funds and hence would have a right to object to not having a larger say in how those funds were used.

However, Mr. Brown explained that his communications with other students' councils on the subject of council reorganization, he had been told that larger councils tended to be less manageable, and once they had over 30 members, they tended to be altogether too unwieldy.

Three councillors (Heslup, Peach and Porter) who had served on council before council expansion said that it had been much more manageable then.

Several proposals to compromise by decreasing the ratio of reps to students were made, but the formal amendment was defeated.

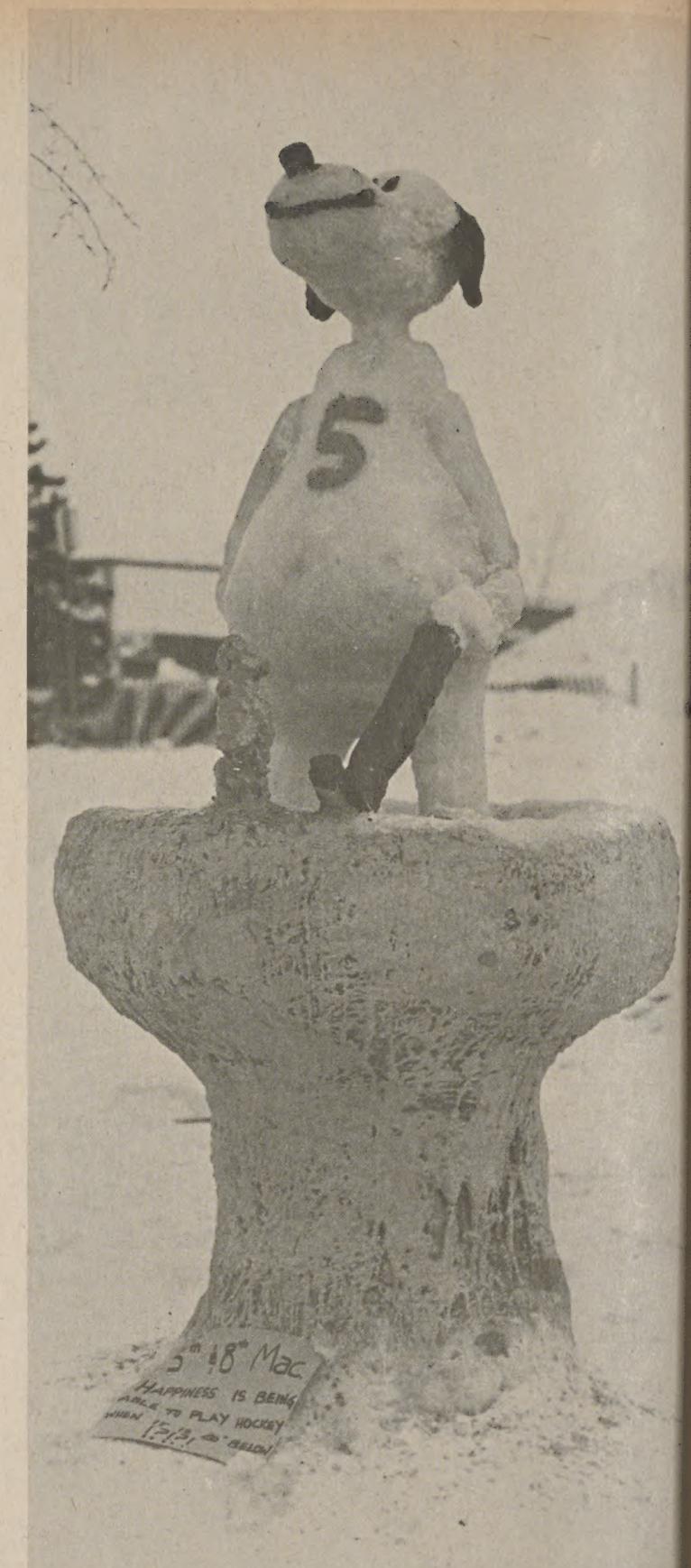
Two other alternatives were proposed by science reps John Christensen and Dennis Paulsen. Mr. Christensen proposed that the votes of reps be weighted on the basis of faculty population.

Mr. Paulsen suggested ten representatives simply be elected from the student body at large. "I really don't see that each faculty is separated from the rest," he said.

Co-ordinator Dave Manning replied that it would tend to cause a concentration of reps from one faculty—probably arts. "This representation on the basis of faculties is the only way you will get a spectrum of student opinion," he said.

The motion to have one rep per faculty passed (16/10/0).

Co-ordinator Dave Manning announced that he had been informed by Student Health that in the last week three prophylactics that had been sold from the students' union's vending machines broke under circumstances that could have resulted in conception. "We are going to have six very angry students to face," he said.



—Ed Lilley photo

SO HAPPINESS TO SNOOPY is being able to play hockey when it's 20 below. But wouldn't it be much more practical, at this time of year to retire to the Men's Residence where 24 hour mixed visiting regulations prevail on weekends and the girls might warm the atmosphere a little?

Daniel attacks GFC executive

General Faculties Council Monday soundly defeated a motion to establish a committee to examine the practices of the GFC executive.

Dr. E. E. Daniel, Department of Pharmacology, charged that the GFC executive committee has gradually assumed more power than was intended for it under the Universities Act of 1964.

The executive is now empowered by GFC to determine whether committee reports are in a form suitable for presentation to GFC, and to act for the council during the summer months.

"GFC should be the policy making body and not merely rubber stamp," Dr. Daniel said. He accused the executive committee of influencing committee reports and of delaying their presentation, as in the case of the ombudsman report.

President Max Wyman, chairman of the executive committee,

replied that in examining committee reports it was difficult to distinguish between form and content and that constructive criticism of reports is offered by the executive. In the case of the ombudsman the executive had felt the report should not come forward until appeal procedures had been enacted, he said.

Dr. Daniel also moved for the establishment of a committee as soon as possible to determine:

- Criteria for inclusion of training programs at a university and in the U of A in particular.
- Criteria for establishing that given courses are essential to that program and should be presented at a university level.
- Whether present programs can or should be re-evaluated in light of these criteria.

The council voted 32-22 in favor of the motion.

GFC also voted to abolish the B.A., LL.B. program.

All campus clubs please note:

This office is presently engaged in a study of the trends in activity, structure, involvement and membership in campus organizations. Results of this study will be valuable in determining our own structure and administration in dealing with clubs. In addition, any results will be made available to C.O.S.A. for use in their committees.

Judging from past response from some clubs, many club executives are largely ignorant of regular registration procedures and Student Union club administration. I would hope that this request has more response than past circulars.

The specific questions concern:

- When, to your knowledge, was the present club formed. (Please include here any periods of inactivity with resurrections.)

- Could you please give me an idea of membership fluctuations in recent years. (e.g. is your membership on the decline relative to previous years?)

Please give any possible reasons if fluctuations in "2" are significant.

• Structure: Is your organization heavily structured? Is your executive loosely organized. Do you have continuity problems from year to year?

• Criticism arising from dealing with the student union.

• Financial: Is the Students' Union Grant Fund clear? What is your group's financial position?

It is to be understood that this is not a statistical survey, but a canvassing of information for a brief on the present state of campus organizations.

Prompt replies would be appreciated. Would club executive please at least acknowledge this request this month.

I would appreciate results in by February 15.

David Manning
Co-ordinator of Student Activities

By JIM TAYLOR

"Money is available for the financing of the proposed student housing project," says Jim Humphries, chairman of the students' union Housing Commission. Legal difficulties are holding up the project.

"The provincial government is attempting to isolate the project as much as possible to minimize provincial liability," said Mr. Humphries.

The troubles at Rochdale College in Toronto have set a precedent which has been a hindrance to the subsequent development of student owned and

operated residences, particularly this one and the one at Ryerson in Toronto, he said.

It is not yet certain that the students' union will finance the project. The students' union is more concerned with the operation of the residence than with the ownership of the building as there are very few advantages to building ownership.

The project has been delayed pending approval from provincial government. "The government doesn't feel that student housing is a legitimate concern of the university," said Mr. Humphries.

They are trying to protect the governors' liability. They are arguing about relatively small sums

of money he said, and instead of co-operating they are imposing conditions which are turning the project into a nightmare.

The residence is to be student governed, but the ultimate authority will rest in the hands of the governors of the university. Mr. Humphries said that although the governors hold the final say, they are not likely to interfere.

Money for the project is available from a CMHC loan with the long term lease of the land title used for collateral. Interest rates are going down, and the money is there. Mr. Humphries said he was confident that construction would start by spring pending provincial government approval.